

Elementary Modern Standard Arabic

Part 1

Arabic Pronunciation and Writing;
Arabic Grammar and Vocabulary, Lessons 1–30

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PREFACE

This book is the outcome of discussions and exchanges of opinions that took place at the Arabic Teachers' Workshops that were held during the summers of 1965, 1966 and 1967. At the first workshop held in Ann Arbor, Michigan in June 1965 and directed by Charles Ferguson, but more specifically at the second workshop held at Columbia University in New York City in June 1966 and directed by Peter Abboud, it was the opinion of the participants that there was need for an elementary textbook which (1) was expressly designed for the undergraduate student at universities in the U.S. and Canada, (2) was written by a team of Arabic language teachers consisting of native and non-native speakers, linguists and people whose primary interest was literature and the social sciences, (3) implemented the principles of the audio-lingual approach to language teaching, and (4) presented in a culturally meaningful context the elements of Modern Standard Arabic. Subsequently, in June 1967, Peter Abboud directed a third workshop at Princeton University, in Princeton, N.J., consisting of five members and chaired by Ernest McCarus, the purpose of which was to determine the principles on which such a book should be based, to discuss its content and methodology, and to prepare a few sample lessons. The document that this committee prepared was made available on request to all teachers of Arabic in the United States and Canada during the academic year 1967-68, and a detailed questionnaire was prepared and sent to some twenty Arabists in the U.S. and abroad eliciting comments on various parts of the document. The team, consisting of Peter F. Abboud, Najm A. Bezirgan, Wallace M. Erwin, Mounah A. Khouri, Ernest N. McCarus and Raji M. Rammuny, met for a preliminary session in April 1968 at Ann Arbor to plan for the work of the summer. Actual work on the book started the first week in June and went on until mid August. The various responsibilities were divided as follows. The four native speakers composed and/or selected and adapted from literature the basic texts and wrote the greater part of the drills. The two non-native speakers were responsible for writing the grammatical notes, which describe such items and structures as occurred in the basic texts, and the section on the phonology and script (with supplementary writing drills written by Raji Rammuny). Peter Abboud coordinated the activities of both groups. Throughout the summer each group studied and commented on the work of the other, revisions were made, and the final draft was approved by the whole team.

The book, with the exception of the introductory ten lessons on pronunciation and writing, was revised in the summer of 1975 by Peter F. Abboud, Zaki N. Abdel-Malek, Wallace M. Erwin, Ernest N. McCarus and George N. Saad in the light of considerable experience with it in the classroom. The basic texts were enlarged and expanded but the same vocabulary was retained in the book overall, with a few additions. The grammar notes were completely rewritten, with a number of changes in the order of presentation of grammatical features. The drills were also completely rewritten, with the addition of several new types such as recognition and translation drills. A new feature was the section of written and aural comprehension passages for further reading and listening practice. Part Two saw a formal change, the use of Preparatory Sentences to provide for the introduction in context of the new vocabulary items.

It is our pleasant duty to express our thanks to the many organizations, groups and individuals who contributed to the production of this book. Funding support was received from the quondam Interuniversity Program for Near Eastern Languages then chaired by the late T. Cuyler Young of Princeton University and from the U.S. Office of Education of the Department of Health, Education and Welfare; thanks are also given to the Department of Near Eastern Studies of the University of Michigan, with special acknowledgement for the support of the late George G. Cameron, then chairman. Valuable input was received from the members of the Arabic Teachers Workshops and from our consultants Frederic J. Cadora and Carolyn G. Killeen. We also benefitted from the experience and insights of our graduate assistants Nora Kalliel, Amy Van Voorhis, and Eleanor Rhinelanders Young. The tape recordings were done by Ernest T. Abdel-Massih, Ernest N. McCarus, Raji M. Rammuny and Magda M. Taher. Ernest N. McCarus was in charge of the initial production of the book and subsequent distribution and management of the sale of the books.

Finally, we would like to express our gratitude to the many colleagues both in this country and abroad who have used Elementary Modern Standard Arabic over the years and have helped it achieve whatever success it has had.

Peter F. Abboud
Ernest N. McCarus

INTRODUCTION

This book presents the basic structures of Modern Standard Arabic (MSA), that formal Arabic which is written and spoken in the contemporary Arab World. In its written form it is used almost exclusively in any printed publication anywhere in the world today; as such it is the direct descendent of the Arabic of the Koran, the poetry of Pre-Islamic Arabia, and the classical literature of the Golden Age, the major differences being in lexicon and style. It is also an oral medium of expression used in formal situations ranging from a radio newscast to a lecture or other formal address to an international conference. Used orally it may be modified in varying degrees, depending on such factors as the nature of the occasion, the makeup of the audience, the speaker's control of MSA, etc. MSA is a universal form of Arabic learned in schools across the Arab world; it is opposed to dialectal or colloquial Arabic, of which there is a particular variety for each community and differs according to region and such social factors as religion, socio-economic status, etc. The dialects are used for all non-formal situations--at home, at work, social occasions, etc.--all the usual day-to-day activities.

The Arab does not keep MSA and his own dialect separate, but mixes them according to the degree of technical complexity of his subject, the degree of formality of the occasion, etc. When speaking his dialect he will bring in MSA in varying degree, and when speaking MSA he may introduce colloquialisms into it if it does not impair understanding on the part of the listener.

For a non-Arab to be said to "know Arabic" he or she must master both MSA and any colloquial dialect.

The goal of this course is to train the learner to read MSA and to respond to it orally. Writing in Arabic is also drilled both as a skill in its own right and to aid in the mastery of reading and speaking MSA. It covers the writing system, phonology, a basic vocabulary of approximately one thousand words, the morphology, and the basic syntactic structures of the language.

It is articulated with Modern Standard Arabic. Intermediate Level by Peter Abboud, Ernest Abdel-Massih, Salih Altoma, Wallace Erwin, Ernest McCarus and Raji Rammuny, which concentrates on vocabulary, expression and advanced syntax and takes the learner to the advanced stage.

Part One of this book contains a ten-lesson introduction to the pronunciation and writing system of Modern Standard Arabic and Lessons 1-30, followed by an Arabic-English Glossary and a grammatical Subject Index. Part Two completes the course with Lessons 31-45. It includes appendices providing verb tables (conjugation paradigms of the various forms of the verb and of the various root types), names of days and months and of the Arab states, and lists of all the adjectives by lesson,

particles by subclass, and verbs by lesson and type occurring in both parts; cumulative English-Arabic and Arabic-English Glossaries; and a grammatical subject index covering the entire book.

In addition to the book there are tapes which contain recordings of the pronunciation, reading and dictation drills of the ten-lesson introduction of Part One, and of the Basic Texts and drills that are designated as being "(on tape)" or "(also on tape)" in Lessons 1-45. Since the drills tagged "(on tape)" are not found in the book, there is available a pamphlet for teacher's use called Recorded Drills to Accompany Elementary Modern Standard Arabic containing them and the drills marked "(also on tape)". The tapes and/or the pamphlet may be purchased from:

Media Resources Center
Tape Duplication Services
University of Michigan
416 S. Fourth Street
Ann Arbor, Michigan 48109
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Telephone: (313) 764-5360.

Structure of Lessons 1-45

Lessons 1-5 contain three parts: Basic Text, Vocabulary, and Grammar and Drills. Lessons 6-30 have in addition to these, two other parts: Comprehension Passages and General Drills. Lessons 31-44 have five parts also, but in each of these lessons, instead of the Vocabulary part that follows the Basic Text, there are Preparatory Sentences preceding it. The last lesson, Lesson 45, consists of verses from the Holy Qur'ān, a few hadīths, and a short poem by Mikhā'il Nu^cayma.

The purpose and content of each part is described below.

(1) Basic Text. The purpose of the Basic Text is to present new lexical and grammatical materials in a context that is meaningful and suitable for intensive oral work. The Basic Text occupies a central role in each lesson; the student should make every attempt to familiarize himself or herself thoroughly with it up to the point of memorizing it.

Two approaches have been used in the composition of these texts: a grammar-based approach, in which every lesson is built around certain grammatical structures which are presented in a predetermined order, and a topic-based approach, used in the later lessons, in which a topic of interest is chosen and whatever vocabulary and grammatical structures are necessary to deal with it meaningfully are used, subject to the constraints necessary in a beginning textbook. The earlier texts are functional in nature and deal with introductions, greetings, dialogues, etc. Later texts are narrative or expository and deal with the culture, society, history, geography, economics and politics of the Arab World; they also include literary selections such as short stories, a play, a poem, etc. The subjects are basically non-controversial; needless to say, however,

they do not necessarily represent the personal opinions of the authors.

The Basic Text is unvoweled, in order to prepare the student to handle materials actually printed in Arabic today, which are unvoweled. Passive words, which are words that are needed in a particular context but which the student is not responsible for, either because of their highly specialized meaning or because of their low frequency of use, are voweled and glossed in the margin.

Wherever appropriate, the Basic Text is followed by questions which will serve as the basis for discussion in class.

Each Basic Text through Lesson 40 is followed by an English translation which reflects the structure of the Arabic text, while at the same time attempting to render the passage into as good idiomatic English as possible. The Basic Texts of Lessons 41-44 are not translated. Translations are provided for the selections in Lesson 45.

(2) Vocabulary. In Lessons 1-30, all new words and phrases occurring in the Basic Text are listed in their order of occurrence and are fully voweled. From Lesson 31 on, the new words of the Basic Text are introduced in Preparatory Sentences; following the preparatory sentence in which it occurs, each new word is also listed and voweled. In either case, whether in a vocabulary list or after a preparatory sentence, the following information is given with a new word: (a) the plurals of nouns and adjectives, preceded by a dash (following the lesson that introduces plural formation); (b) the imperfect stem vowel of Form I verbs (following the lesson where imperfect stems are discussed); (c) the verbal noun of all verbs, simple or derived, preceded by a comma (following the lesson where the verbal nouns are treated); (d) any preposition required for particular meanings of the verb, in parentheses if its omission does not change the meaning of the verb; and (e) the basic meaning of the word in English; the contextual meaning for that lesson, if different from its basic meaning, is also given after the basic meaning.

The Preparatory Sentences in most lessons center around a common theme in order to help the student better to retain the vocabulary; in a couple of lessons, the new words are given in miscellaneous, unrelated sentences, in the order in which they occur in the Basic Text.

Vocabulary is strictly controlled. The number of new words per lesson is limited to between 15 and 20 words, not counting proper names (e.g., Beirut), and loan words (e.g., film, cinema). Once a word is introduced, every effort is made to use it in the following lesson; in any case, it is invariably used at least once in the next four lessons for at least 20 subsequent lessons. This constant reinsertion of words into the lessons helps the student learn and retain active vocabulary, which is a major source of difficulty in learning Arabic.

(3) Grammar and Drills. The grammar notes explain the structures that have appeared in the Basic Text, though in a few cases, in the

interest of presenting an overview of a particular grammatical feature, structures presented in more detail in later lessons are anticipated. Thus, when the nominative case first comes up for discussion, the student is told there are two other cases in Arabic to be discussed later. An average of four to five new grammar points, major or minor, are introduced in each lesson. The structure is explained with examples and, where appropriate, it is compared to or contrasted with a related English structure; a rule is then stated; and, if needed, further examples are given. Each note is immediately followed by one or more exercises designed specifically to drill the point in question. This provides immediate reinforcement of the rule and confirmation of the student's comprehension of it.

A number of points related to the grammar notes should be emphasized: (1) The notes cover only the structures of this book; since it is an elementary level text, features appropriate to a more advanced level have been excluded. (2) For the sake of having complete coverage, we have included some grammatical structures which some teachers might feel are too complicated and too advanced for beginning students, such as the extensive discussion of the numeral system, etc. They should feel free to postpone or to ignore such structures. (3) The grammatical presentation is pedagogically oriented and has been written with the needs of the average, linguistically unsophisticated student in mind. No attempt is made here to present the "neatest" or theoretically most defensible linguistic analysis; an easily understandable, simply written presentation, yet one that is thorough (incorporating the latest findings of research on Arabic) and consistent has been given. (4) In the grammatical analysis we present here, we are well aware of the fact that we depart at several points from the well established norms of traditional Arabic grammars; again, we have consciously opted for what we believe to be an analysis which best meets the needs of English-speaking learners of Arabic.

(4) Comprehension Passages. Starting with Lesson 6, every lesson contains one or more reading passage, and every third lesson, beginning with Lesson 15, a listening passage recorded on tape. The selections contain only familiar vocabulary and grammatical structures; vocabulary that is essential to a selection but which the students have not had is glossed in the margin. The purpose of these passages is to give students the opportunity to use what they have learned in reading for pleasure and practice in reading and aural comprehension. Every passage is followed by a drill or more to test their general understanding of it.

(5) General Drills. These differ from the grammar drills in that the latter concentrate on and highlight a specific grammatical point, whereas the general drills review the content of the lesson as a whole and vocabulary or grammatical structures from previous lessons. The General Drills also provide a systematic and regular review of basic grammatical structures.

A few points pertaining to all the drills in this course are in order. (1) Drills are marked as either (a) On Tape, which indicates that

the drill is to be done in the language lab; the items of the drill are not provided in the book; and printed texts are given in the teacher's Pamphlet; or (b) Also on Tape, which indicates that the drill is to be done orally in class, but the student can also find it recorded on tape for further reinforcement; or (c) Written, which indicates that the nature and content of the drill require that it be done as a written assignment. If not marked as (a), (b), or (c) above, the drill is designed for oral work in the class. (2) Each drill is also identified as to type, i.e., as to whether it is a substitution, transformation, completion, expansion, translation, etc. drill. In a transformation drill, an arrow usually shows what is being transformed into what. An illustrative example in Arabic is usually provided and is translated into English. (3) The teacher should feel free to skip some of the General Drills when and if he or she thinks the students do not need the review the drill provides.

This course was designed on the principle that the most effective language learning is based on the four skills of listening, speaking, reading, and writing. All four of these areas are well represented in the drills of this book. While the various parts of a given lesson are thoroughly integrated with each other, they are organized in such a way that the teacher can start with the Basic Text, Vocabulary or Grammar Section as preferred. The final goal of each lesson should be thorough mastery of the Basic Text.

Special attention should be paid to the following points:

(1) Grammar and Drills. The grammar notes are complete and intended to enable the student to learn the new structures at home without a teacher. The student should be required to study the grammar outside of class and to prepare the written drills as homework to be handed in and the oral drills as the basis for oral drill in the classroom. Only when students find difficulty with a particular point should it be gone over in class. This frees the class hour for maximum oral practice and exposure to the language.

(2) Comprehension Passages. The main objective of these passages is general comprehension; they are not meant to be translated or read aloud. These passages and their drills are best assigned as homework.

(3) General Drills. These are meant for review purposes. The teacher should feel free to select only those drills which the class needs.

Classroom Expressions

In order to create an atmosphere conducive to the learning of Arabic--as well as to provide additional drill in the language--it is recommended that the class be conducted as far as possible in Arabic. The following expressions are suggested; they should be used at first only by the teacher, with the class simply responding to them with appropriate action. Even-

tually after the sounds have been covered in the phonology sections, the class may be permitted or requested to use them actively.

<u>plural</u>	<u>fem. sing.</u>	<u>masc. sing.</u>	
أَعِيدُوا	أَعِيدِي	أَعِدْ	'repeat!'
مِنْ فَضْلِكُمْ	مِنْ فَضْلِكَ	مِنْ فَضْلِكَ	'please!'
اقْرَأُوا	اقْرَئِي	اقْرَأْ	'read!'
أَجِيبُوا عَلَى السُّؤَالِ	أَجِيبِي عَلَى السُّؤَالِ	أَجِبْ عَلَى السُّؤَالِ	'answer the question!'
اسْأَلُوا	اسْأَلِي	اسْأَلْ	'ask!'
اُكْتُبُوا	اُكْتُبِي	اُكْتُبْ	'write!'
اُكْتُبُوا عَلَى اللُّوحِ	اُكْتُبِي عَلَى اللُّوحِ	اُكْتُبْ عَلَى اللُّوحِ	'write on the board!'
تَرْجِمُوا	تَرْجِمِي	تَرْجِمْ	'translate!'
قوموا	قومي	قُمْ	'stand up!'
انْهَبُوا إِلَى اللُّوحِ	انْهَبِي إِلَى اللُّوحِ	انْهَبْ إِلَى اللُّوحِ	'go to the board!'
قولوا	قولي	قُلْ	'say....!'
هَلْ فَهِمْتُمْ ؟	هَلْ فَهِمْتِ ؟	هَلْ فَهِمْتَ ؟	'do you understand?'
	نَعَمْ ، فَهِمْتُ		'Yes, I understand.'
	لا ، لَمْ أَفْهَمْ		'No, I don't understand.'
	ما مَعْنَى هَذِهِ الْكَلِمَةِ ؟		'What does this word mean?'
	ما مَعْنَى هَذِهِ الْجُمْلَةِ ؟		'What does this sentence mean?'
	أَعِيدُوا مَعًا ، مِنْ فَضْلِكُمْ		'Repeat all together, please.'

Abbreviations and Symbols

AP	active participle
acc.	accusative
adj.	adjective
C	any consonant
coll.	collective
conj.	conjunction
d., du., D	dual
DD	identical second and third radicals
e.g.	for example
ex., Ex.	for example
f., F.	feminine; female
F	first radical in a root
foll.	following; followed
gen.	genitive
imperf.	imperfect
indic.	indicative
juss.	jussive
L	last radical in a root
lit.	literally
m., M.	masculine; male
M	second of three radicals in a root
n	noun
neg.	negative
nom.	nominative
obj.	object
p., pl., P.	plural
prep.	preposition
pron.	pronoun
Q.A.	questions and answers
s., S.	singular
S	second of four radicals
S ₁	the first student
S ₂	the second student
s.o.	someone
s.th.	something
suff.	suffix
T	third of four radicals
T	teacher
v	any vowel
VN	verbal noun
1	first person
2	second person
3	third person
-	a prefix or suffix must be added here
→	is to be changed to
↔	change drill item given to other form

ط ١

ط ٢

الطَّائِبُ الْأَوَّلُ

الطَّائِبُ الثَّانِي

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SECTION 1. ARABIC PRONUNCIATION AND WRITING

Lesson One

الدرس الاول

Consonants

د	<u>d</u> as in <u>deed</u>
و	<u>w</u> as in <u>way</u>
ب	<u>b</u> as in <u>boy</u>
ن	<u>n</u> as in <u>now</u>

Vowels

ا	<u>aa</u> as in <u>Dad</u>
أ	<u>a</u> (no English equivalent)

Stress

Sukuun °

Voicing

Punctuation Marks

A. Pronunciation

The phonological system of Modern Standard Arabic is made up of 28 consonants and 6 vowels. Fifteen of the consonants are very much like English sounds and will present no difficulty. These are:

د	<u>d</u> as in <u>day</u>
و	<u>w</u> as in <u>wake</u>
ب	<u>b</u> as in <u>bake</u>
ن	<u>n</u> as in <u>none</u>
ذ	<u>th</u> as in <u>this</u>
ت	<u>t</u> as in <u>take</u>
ف	<u>f</u> as in <u>face</u>
ي	<u>y</u> as in <u>yell</u>
م	<u>m</u> as in <u>make</u>
ث	<u>th</u> as in <u>thin</u>
س	<u>s</u> as in <u>sake</u>
ز	<u>z</u> as in <u>zeal</u>
ش	<u>sh</u> as in <u>shake</u>
ك	<u>k</u> as in <u>kind</u>
ج	<u>j</u> as in <u>joke</u>

The first four of these consonants will be taken up in this lesson: د d, و w, ب b and ن n.

The six vowels fall into two groups, three short and three long, as follows:

<u>Short</u>	<u>Long</u>
ا <u>a</u>	إ <u>aa</u>
و <u>u</u>	و <u>uu</u>
ي <u>i</u>	ي <u>ii</u>

Short ʾa and long aa are dealt with in this lesson.

There are no exact correspondences between English and Arabic vowels; they may differ in quality, and they may behave differently under certain circumstances. Accordingly, any comparisons between English and Arabic vowels are at best rough approximations and intended only as general guides to pronunciation. Your best guide to proper pronunciation is your teacher (or tape) whom you should listen to as carefully as possible and imitate as faithfully as possible.

Arabic aa | is a long vowel--that is, sustained in pronunciation, as a rule twice as long as a short vowel. In quality, it is pronounced roughly like a in English "had" or "tab." Short a ʾ is not only shorter in duration but also it differs in quality from aa: it is less like the a of "had" but ranges more between the e of "bet" and the u of "but"; imitation of your teacher is necessary here, because not only does a ʾ not exist in English, it also varies somewhat from speaker to speaker over the Arab world. The following drill contrasts long aa | and short a ʾ:

Drill 1. On tape. Listen to the following contrastive pairs, then repeat on signal:

بَـ	—	بَا
دَـ	—	دَا
نَـ	—	نَا
وَـ	—	وَا

In careful speech long aa | is held twice as long as short a ʾ in any given utterance. Often, however, especially in rapid speech, long vowels are shortened, so that the difference in vowel quality becomes an important clue in distinguishing between the two vowels. Listen for and produce this difference in quality as well as the difference in length.

B. Reading

There are several ways in which the Arabic writing system differs from that used in English. First, Arabic is written from right to left. Second, Arabic letters have no special forms used, like the capitals of the Latin alphabet, at the beginning of sentences and proper nouns. Third, on the other hand, many Arabic letters have several different forms, the use of which depends on whether the letter is connected to a preceding or a following letter, or to both, or to neither. Fourth, in Arabic the short vowels are normally not represented at all, although they may be indicated by small marks placed above and below the consonant letters. An Arabic text in which these marks are written is said to be vowelled. Most written Arabic, however--books, newspapers, magazines, signs, personal letters--is entirely or mainly unvowelled, and consequently an important part of the student's task is to become accustomed to reading material of this sort. Finally, the difference between printed and handwritten Arabic is not so great as in English. In both printing and handwriting, many of the letters in a word are connected, and with a few exceptions the shape of the letters is basically the same in both styles. Nevertheless, Arabic handwriting does have its own conventions, and the development of skill in its use is an important goal of this course.

The long vowel aa (as in English Dad) is represented by the following letter:

ا

The Arabic name of this letter is ألف alif. The consonant d as in deed is represented by the letter

د

The Arabic name of this letter is دال daal. These letters can be used to spell the following combinations:

دا	<u>daa</u>
داد	<u>daad</u>
دادا	<u>daadaa</u>

Drill 2. Read the following:

دا ، دادا ، دا ، داد ، دادا

C. Writing

Writing, in Arabic, is more than just a means of communication; it is a major art form. Where one might find pictures and sculpture in the West, in the Arab world there are friezes and decorative designs composed of letters, words, and sentences in intricate and attractive patterns. Many of these designs embody verses from the Qur'an and thus take on religious as well as artistic significance. Particular respect, therefore, is accorded to those who write with great style and beauty. More generally, good handwriting is considered one of the essential marks of any educated person, and from that point of view is a worthy goal of all students of the language.

The acquisition of an easy, legible handwriting, particularly in a completely unfamiliar alphabet like the Arabic, demands a great deal of patient, repetitive effort, and the drills in these first units are designed to provide guidelines for efficient practice of this sort. If the student learns and practices correct handwriting techniques from the beginning, he will form habits which in later stages will allow him to perform rapidly and effortlessly the mechanical processes of handwriting, and free his conscious attention for matters of grammar and content.

As was mentioned in the preceding section, certain combinations of Arabic letters in either a printed or a handwritten word are--indeed must be--connected, that is, written with a continuous uninterrupted line. In this respect, there are two major categories of letters: a non-connector is a letter which is never connected to a following letter (though a preceding letter may be connected to it). A connector is a letter which is always connected to a following letter. There are six non-connectors among the twenty-eight letters of the alphabet; the rest are all connectors.

Another important feature of Arabic letters is the use of dots above or below the letter to distinguish letters from each other; some letters have no dots and some have one, while others have two or three. For example, و w has no dots; ب b has one dot below while ت t is exactly like ب except that it has two dots above.

The writing of the letters ا and د will now be taken up. The explanations are included in the book, and the exercises are to be done on the work sheets supplied with this textbook.

1. The letter alif aa:

Printed	ا
Written	ا

is a single horizontal stroke written from top to bottom; it rests on the line. It is a non-connector (never connected to a following letter). Drill 3. In writing supplement.

2. The letter daal d:

Printed	د
Written	د

is a non-connector written with a single stroke; it rests on the line. Drill 4. In writing supplement.

3. The letter that represents the consonant w (as in way) is

و

Its Arabic name is واو waaw. Examples:

وا	<u>waa</u>
واو	<u>waaw</u>

Drill 5. Read the following words:*

واو	داد
واد	واد
داو	واو
داد	واد

The letter waaw w:

Printed	و
Written	و

is a non-connector written in one stroke; the circle is above the line, while the tail is below the line. Drill 6. In writing supplement.

4. Short a is written by means of the diacritic sign

ا

Its Arabic name is فتحة fatha; it is written over consonant letters, as, for example

دَ	<u>dada</u>	دَ	<u>da</u>
وَدَ	<u>wada</u>	وَ	<u>wa</u>

* In the early lessons made-up words are used in order to permit full drill; real words will be used increasingly as more letters are learned

The vowel sign fatha a is a short stroke written above a consonant letter.

Drill 7. In writing supplement.

5. Stress: If the Arabic word has a long vowel followed by a consonant, that vowel is stressed (that is, pronounced louder than the other vowels); otherwise, the first vowel of the word is stressed

Drill 8. Read the following:

CaCaa

وَدَا

دَوَا

دَا

CaáCa

دَادَ

وَادَ

وَاوَا

دَاوَا

دَادَا

CáCa

دَدَ

وَدَ

وَوَا

دَوَا

دَدَا

Drill 9. Read the following:

وَادَ ، دَادَ ، دَدَ ، دَوَا ، وَدَ ، دَاوَا ، وَاوَا ، وَدَا ، وَادَ ، دَوَا

6. Sukuun. There is a special symbol ^o (سُكُون sukuun) written over a letter to indicate the absence of any vowel after that consonant, as

دَادُ	<u>daad</u>
دَدُوْ	<u>dadwa</u>
دَوُوْدَادُ	<u>dawdaad</u>

7. Stress. A short vowel followed by two consonants receives the stress; read:

CaCCaCa

دَوُوْدَوَا

وَدُوْدَا

CaCCa

دَدُوْ

دَوُوْ

وَوُوْ

وَدُوْ

دَدُوْ

CaaC

دَاد

دَاو

وَاو

وَاد

دَاد

If a word contains both a long vowel followed by a consonant and a short vowel followed by two consonants, the one nearest the end of the word is stressed; read:

CaCCaāCa

وَدَّوَادَ

Drill 10. Read the following:

دَوْدَادَ

دَدَوُ ، داوَدَ ، وَدَادَ ، وَدَادَ ، داوَادَ ، وَدَوَدَ ، دَوْدَوُ ، داوُ
واوُ ، واوَا ، داوُ ، وادُ

8. The letter that represents the consonant b is

ب

داب

daaba

Its Arabic name is باء baa?

The letter ب differs from the preceding three letters in an important way:

ا، د، and و are non-connectors: letters that cannot be connected in writing with the following letter. ب, on the other hand, can be joined to a following letter, in which case it takes a special shape :

بَوُ	<u>baw</u>	بَدُ	<u>bad</u>	بَا	<u>baa</u>
------	------------	------	------------	-----	------------

When ب is joined to both the preceding and the following letter it is written thus:

بِبا	<u>babaa</u>
------	--------------

Finally, when ب is joined only to the preceding letter, it takes the shape بَب

بَبَا	<u>baba</u>
-------	-------------

The form occurring as the last letter of the word and after a non-connector is the independent or full form; the joined forms of letters consist of only the distinctive part of the letter--a certain shape, and its dot, if any. Thus, the characteristic part of ب, namely ب, is common to all of its shapes.

The following chart summarizes the various shapes of ب :

	Shape	Example
a. Independent (not joined on either side)	ب	دَابْ <u>daaba</u>
b. Joined to preceding letter only	بب	بَبْ <u>baba</u>
c. Joined to following letter only: at beginning of word after non-connector	ب	بَابْ <u>baaba</u> دَبَابْ <u>dabaaba</u>
d. Joined on both sides	بب	بَبَا <u>babaa</u>

Drill 11. Read the following:

بَابْ ، بَدَوْ ، دَبَبْ ، باوَدْ ، وِئَدْ ، بَوَابْ ، دَوْبْ ، دَوِيَادْ

The shapes of baa? b are

	Printed	Written
a.	ب	ب
b.	بب	بب
c.	ب	ب
d.	بب	بب

All four shapes are written on the line. Drill 12. In writing supplement.

9. The letter that represents the consonant n as in now is

ن

Its name in Arabic is نون nuun. It has the following shapes; note that the shapes in c. and d. are identical to the corresponding forms of ب except that they have a dot above rather than below the letter.

	Shape	Example
a. Independent	ن	دَانْ <u>daana</u>
b. Joined to preceding letter only	نن	بَنْ <u>ban</u>
c. Joined to following letter only	ن	نَابْ <u>naaba</u> وَنَابْ <u>wanaaba</u>
d. Joined on both sides	نن	بَنَوَا <u>banawaa</u>

Drill 13. Read the following:

بَانَ ، بَنَا ، دَنْبَ ، دَوَابَ ، دَانَ ، نَابَ ، نَنْبَ ،
نَبَّابَ ، نَدَوُ ، بَنَوُ

7

The shapes of nuun n are

	Printed	Written	Variant
a.	ن	ن	~
b.	ن	ن	~
c.	ن	ن	
d.	ن	ن	

All four shapes are written on the line; note that shape b. is joined at the top rather than at its base ban, while bab is joined at the base bab. Shapes a. and b. have two common written variants, ن and ~. Drill 14. In writing supplement. Drill 15. On tape. Dictation. (Each of ten items will be read twice; write down in Arabic script and hand in to your teacher.)

10. Summary. Stress rules. Word stress falls on that long vowel followed by a consonant (VVC) or that short vowel followed by two consonants (VCC) which is nearest the end of the word.

Drill 16. Read the following with proper stress:

بَنْدَنَ ، بَاوَبَ ، دَوَابَ ، نَنْبَ ، دَاوَانُ ، بَدَوَانُ ،
بَدَوُ ، دَبْدَابَ ، بَدُونُ

If neither of these combinations (VVC or VCC) occurs, then the first vowel of the word is stressed (except that the stress does not go back beyond the third last syllable).

Drill 17. Read the following:

بَدَنَ ، بَدَنَا ، نَوَدَ ، نَوَدَنَا ، نَدَبَ ،
نَدَبَنَا ، وَنَدَبَ ، وَنَدَبَنَا ، دَوَدَانَ

11. Voicing. It is useful to describe consonants in terms of voicing--the vocal tone produced by the vibration of the vocal cords. We speak by exhaling air from the lungs through the windpipe and the throat and then out the mouth or the nasal passage. At some point along the way the stream of air is modified in various ways producing various sounds. The air stream can be stopped completely and then released, producing a slight explosion of air. This is called a stop consonant, or, simply, a stop; English p, for example, is a stop: say "papaw" and listen for the explosion with the p. Another kind of consonant is the fricative, produced by only partially blocking off the air stream, so that some air does pass through, but with friction. An example of this is English th as in think, where the tongue channels the air through a narrow passage at the upper teeth.

Now to return to the windpipe: at the opening at the top are two muscles called the vocal cords. These vocal cords can also modify the air stream. They can either be relaxed, as in pronouncing s (as in sun), or vibrate, giving off a vocal resonance--a kind of humming noise--as in z (as in blizzard). Hold your hand on your head and say ssss; now do the same with zzzz; you can actually feel the vibration that accompanies the z. This vibration effect is called voicing, and z is called voiced while s is unvoiced. Other voiceless-voiced pairs of fricatives in English are f-v; th (as in thin) - th (as in this); and sh-z (as in azure).

The easiest way to tell whether a stop is voiced or not is by seeing whether you can pronounce it before s or z. For example, you can say ats but not atz; since s is unvoiced, so is t. On the other hand, you can say ads only with difficulty, but you can easily say adz; thus, d is voiced. The other voiceless-voiced pairs of consonants in English are p-b, t-d, k-g, and ch-j (as in judge). All other English consonants except h and all vowels are voiced.

Arabic also has, of course, voiced-voiceless pairs of consonants, and you will find it useful in mastering some of the less familiar sounds if you have some understanding of the feature of voicing.

12. Punctuation Marks

Arabic punctuation marks are like those of European languages, a few showing reversal of direction. They are:

<u>Symbol</u>		<u>Arabic Name</u>	<u>English Equivalent</u>
.	النقطة	?annuqta	. (period)
,	الفصلة	?alfaasila	, (comma)
;	الفصلة المنقوطة	?alfaasilatul-manquuta	; (semicolon)
:	النقطتان	?annuqtataa	: (colon)
?	علامة الاستفهام	?alaamatu-listifhaam	? (question mark)
!	علامة التعجب	?alaamatut-ta'ajjub	! (exclamation mark)
" "	المزدوجان	?almuzdawijaan	" (quotation mark)
...	علامة الحذف	?alaamatul-ha'f	...(suspension points)
-	الشحطة	?a'ssahta	- (dash)
/	الخط المائل	?alxattul-maa'il	/ (slash, slant line)
()	القوسان	?alqawsaan	() (parentheses)
[]	القوسان الكبيران	?alqawsaanil-kabiiraan	[] (brackets)

Lesson Two

Consonants:

1. ث th as in English this

2. ت t as in English take

3. ف f as in English fat

4. ي y as in English yell

5. م m as in English make

Vowels:

6. ع u as in English put

7. و uu as in English boon

8. Double consonants: shadda ّ

1. ذ

a. Pronunciation

This consonant is the same as the English sound spelled th in this, either, soothe. It is a voiced sound, and quite different from the voiceless sound, also spelled th, that is found in thin, ether, tooth. Although these are distinct sounds--compare "either" and "ether", "bath" and "bathe"--English spells them both with the th. Arabic on the other hand, has a separate letter for each. We accordingly use two separate symbols to distinguish the two, ث being used to represent voiced th.

b. Reading

The letter which represents the sound ث (as in this) is

ذ

This letter is called ذ ḏaal. It is a non-connector, and is exactly like د d in its various shapes except that it has a dot over it. Its two shapes are:

Position	Shape	Examples
a. Independent	ذ	ذا <u>ḏaa</u> نوذ <u>nawḏa</u>
b. Joined to preceding letter only	بذ	بذان <u>baḏaan</u> ونذ <u>wanaḏa</u>

Drill 1. The following items all begin with ذ . Read.

ذَانُ ذَوَابُّ ذَانِ ذَنْبٌ
ذَابٌ ذَابٌ ذَابٌ ذَنْبٌ
ذَاوُ ذَاوُ ذَانُ ذَنْدٌ
ذَادُ ذَادُ ذَانُ ذَبْدٌ

Drill 2. Some of the following items begin with ذ , some with د . Read.

ذَانُ ذَاوُ ذَوَانُ ذَنْدٌ
ذَانُ ذَابٌ ذَابٌ ذَنْبٌ
ذَابٌ ذَانُ ذَابٌ ذَبْدٌ
ذَادُ ذَادُ ذَابٌ ذَبْنٌ

Drill 3. The following items have ذ in various positions. Read.

نَذَبٌ ، ذَوُ ، ذَابٌ ، نَذود ، نَبَذٌ ، ذَات ، ذَان ، نَذوب ، نَوْذ
بَذ ، ذوبان ، ذد ، نَذب ، ذنون ، ذدا

c. Writing

Printed ذ
Written ذ

ذ is exactly like د with the addition of a dot. Drill 4. In writing supplement.

2. ت

a. Pronunciation

Arabic ت t is like English t in take.

b. Reading

The letter that represents the sound t (as in take) is

ت

This letter is called تاء taat. It is exactly like ب in all its shapes except that it has two dots above instead of one below. The shapes are:

Position	Shape	Examples
a. Independent	ت	بَنَاتٌ banaat
b. Joined to preceding letter only	ت	بَنَّتْ banat
c. Joined to following letter only	ت	تَابٌ taaba بَاتَا baataa
d. Joined on both sides	ت	بَنَّتَا banataa

Drill 5. The following items have ت t in various positions. Read:

تَبَنٌ ، دَنَتٌ ، نَتَنٌ ، وَتَبٌ ، مَوْتٌ ، فَاتٌ ، تَبَتٌ ، بَنَتٌ ، نَبَتَانٌ ، نَبَاتٌ ، ذَاتٌ

c. Writing

Printed	ت
Written	ت

ت is exactly like ب except that it has two dots above rather than one below. Note that two dots are printed " and written - . Drill 6. In writing supplement.

3. ف f

a. Pronunciation

Arabic ف f is exactly like English f in face.

b. Reading

The letter that represents the sound f (as in face) is

ف

This letter is called فاء Faa'. Its shapes are:

	Position	Shape	Examples
a.	Independent	ف	نَدَفٌ <u>nadafa</u>
b.	Joined to preceding letter only	ف	نَتَفٌ <u>natafa</u>
c.	Joined to following letter only	ف	فَاتٌ <u>faata</u> دَفَنٌ <u>dafana</u>
d.	Joined on both sides	ف	تَفَاتٌ <u>tafaata</u>

Drill 7. Each of the first four columns below illustrates one of the shapes of ف ; Column e includes them all. Read:

e	d	c	b	a
فَانٌ	بَفَتٌ	فَانٌ	نَتَفٌ	وَدَفٌ
دَفَنٌ	تَفَتٌ	فَتَنٌ	تَفَتَفٌ	نَفَاتٌ
فَنٌ	نَفَا	فَاتٌ	وَنَفٌ	دَافٌ

c. Writing

	Printed	Written
a.	ف	ف
b.	ف	ف
c.	ف	ف
d.	ف	ف

Written on the line. Drill 8. In writing supplement.

4. ي y

a. Pronunciation

Arabic ي y is exactly like English y in yell.

b. Reading

The Arabic letter that represents the sound y (as in yell) is

ي

It is called ياء yaa', and has the following shapes:

Position	Shape	Examples
a. Independent	ي	نَائِي naay
b. Joined to preceding letter only	ي	بَنِي banya
c. Joined to following letter only	ي	يَدَ yad دَايِنَ daayana
d. Joined on both sides	ي	بَيَانُ bayaan

Note: The last two shapes of ي are exactly like those of ب and ت except for the number or position of dots.

In some Arabic publications, e.g., those of Egypt, shapes a. (independent) and b. (joined to preceding letter only) are written without the two dots, thus:

ناي } naay
نَاي }

Drill 9. The following items have ي in various positions. Read.

ذَيْنَ ، مَدَايِ ، يَدَانِ ، قَنِي ، بَيَات ، بَنَاي ، بَيَان ، دَايِ

c. Writing

	Printed	Written
a.	ي	ي
b.	ي	ي
c.	ي	ي
d.	ي	ي

Shapes a. and b. are written below the line, while c. and d. are on the line, like the corresponding shapes of ت and ن . Drill 10. In writing supplement.

5. م m

a. Pronunciation

The consonant م m is pronounced exactly like English m in make.

b. Reading

The letter that represents the sound m (as in make) is

م

Its name is ميم miim and its shapes are as follows:

Position	Shape	Examples
a. Independent	م	دام <u>daama</u>
b. Joined to preceding letter only	م	يتم <u>yatama</u>
c. Joined to following letter only	م	ماذا <u>maadaa</u> دامت <u>daamat</u>
d. Joined on both sides	م	نمت <u>namat</u>

Drill 11. Each of the first four columns below illustrates one of the shapes of م ; Column e. includes them all. Read:

e	d	c	b	a
تَمَام	نَمَت	مَدَام	تَم	دَام
دَمَدَم	تَمَام	مَدَد	دَنَم	تَام
دَوَام	فَمَن	مَن	تَنَم	يَوْم
مَمَات	تَمَن	مَدَفَن	وَم	نَدَم
نَمَت	يَمَن	مَاذَا	يَيْتَم	يَنَام

c. Writing

	Printed	Written
a.	م	م
b.	م	م
c.	م	م
d.	م	م

Note that the shapes joined to preceding letter are joined from above, thus: بم bam, بتم bama. Drill 12. In writing supplement.

6. u and uu

a. Pronunciation

The short vowel u is pronounced roughly like the vowel of put, and the long vowel uu like the vowel of moon. As in the case of a and aa, the long vowel is about twice as long in duration as the short. In the following drill, note particularly that stress falls on the syllable containing a long vowel.

Drill 13. On tape. Repetition. Contrast between u and uu.

دُبور	دُبُر	بو	بُ
سُرور	سُرُر	مون	مُن
يُموت	يُمُت	تون	تُن
دوب	دُب	موت	مُت
دُفون	دُفُن	دوب	دُب

At the end of a word, the short vowel u and the long vowel uu are not distinguished in pronunciation, except in extremely precise speech: They are both pronounced with the vowel of moon, but shorter.

Drill 14. On tape. Listening. Contrast final u/uu.

ذُودو	ذُودُ
يُموتو	يُموتُ
ذادو	ذادُ
نارو	نارُ
نادو	نادُ
بابو	بابُ
دابو	دابُ
نُبو	نُبُ
يُذوبو	يُذوبُ

6.b. Reading

The short vowel u (as in put) is represented by the sign ُ written above the consonant letter, as in

دُمُتُ	dumtu
--------	-------

The Arabic name for this sign is ضَمَّة damma.

Drill 15. Read:

دُنْيَا ، يَدُمُ ، ذُبَابُ ، مُنْذُ ، دُمُتُمُ ، يَمْدُدُ ، مُدَامُ ، نَبَاتُ
بُدُ ، يَدُمُ ، يُذَابُ ، دُبُ ، مُنْيَا ، مَفَاتُ ، بُنْيَانُ

c. Writing

Printed	بُ
Written	بِ

Drill 16. In writing supplement.

7.b. Reading

The long vowel uu (as in moon) is represented by the letter

و

This is the same letter that represents the consonant w (see previous lesson). If و follows ُ , it represents uu, as in

دُودُ	duud
-------	------

Otherwise, it represents w, as in

دَوْدَ	<u>dawd</u>
نَدْوَ	<u>nadwa</u>
وَاو	<u>waaw</u>

In vowelized texts, it is customary to omit the ' before و uu, thus:

دود	<u>duud</u>
دَوْدَ	<u>dawd</u>

Drill 17. Read the following:

- a. و = uu يَدُومُ ، مَنبُودُ ، فُوتُو ، تَومان ، مَمْنُونُ ، نَوران ، توت ، يانوت
- b. و = uu or w نُومُ ، يَذُوبُ ، مَوْتُ ، ذَوْبَانُ ، مَنُونُ ، يَوْمُ ، تَومان
8. Double Consonants: shadda نون ، فُتُو

a. Pronunciation

Double consonants. Any Arabic consonant can be doubled, that is, prolonged in its pronunciation. For example:

دَنَّتْ	<u>danat</u>	'it approached'
دَنَّتْ	<u>dannat</u>	'it buzzed'

English has double consonants (we are speaking here of sounds, not letters) only in two-word combinations, in some compound words, and in some words with certain prefixes, for example:

hot time (contrast with "high time")
 book-case (contrast with "bookish")
unnatural (contrast with "a natural")

Arabic, on the other hand, has double consonants in a very great number of words of all types. In many cases, as in the Arabic example shown above, it is only the single versus the double consonant which distinguishes two words of quite different meaning; therefore it is very important to learn to recognize and pronounce double consonants correctly.

Drill 18. On tape. Repetition. Contrast C/CC

فَنَان
مَدَاد
تَنِين
بَدَد

فَنَان
مَدَاد
تَنِين
بَدَد

مَنَّتْ
نَمَّتْ
نَتَفَتْ
فَتَنَ
بِمَ

مَنَّتْ
نَمَّتْ
نَتَفَتْ
فَتَنَ
نِمَ

b. Reading

A double consonant is indicated by the sign "̣", written above the consonant letter, for example:

وَدَّ	<u>wadda</u>
فَنَّا	<u>fannaan</u>

The Arabic name of this sign is شدة shadda. Note that the vowel signs a and u are written over the sign , as in

يَمْدُ	<u>yamudda</u>
يَمْدُ	<u>yamuddu</u>

Drill 19. Read.

وَدَّ ، دَبَّ ، تَمَّ ، مَوَّنَ ، نَتَفَّ ، فَنَّا ، تَامَّ ، ذَمَّ ، تَتَمَّ ، نَمَّتْ ، بَدَّ ، نَيَّمْ ، وَفَّتْ ، يَوَّابُ ، نَيَّانُ ، تَامَّ ، ذَمَّ

c. Writing

Printed	وَدَّ
Written	وَدَّ

Drill 20. In writing supplement

Drill 21. On tape. Dictation.

Lesson Three

Consonants

1. ث th as in English thin
2. ر r as in Spanish pero
3. س s as in sad
4. ص s (no English equivalent)

Vowels

5. / i as in pit
6. ي ii as in machine
1. ث

a. Pronunciation

ث is pronounced exactly like th in English three, thin, think, ether, path, etc. It is a consonant entirely distinct from ذ (th in this) presented in Lesson Two. Compare

ذَمَّ	'he blamed'
ثَمَّ	'there'

Drill 1. On tape. Repetition. Contrast ذ / ث

فَثْ ↓	بَثْ ↓	بَاثَا ↓	ثَوْبْ ↓	ثَانْ ↓
فَذْ	بَذَاذْ	بَاذَا	ذَوْبْ	ذَانْ

b. Reading

The letter that represents the sound th as in thin is

ث

The phonetic symbol used to transcribe it in this book is θ (Greek theta). The Arabic name of the letter is ثَاءُ θaaʔ. It has the following shapes:

Position	Shape	Examples
a. Independent	ث	بَاثْ baa θ
b. Joined to preceding letter only	بَثْ	بَا بَثْ a ba θ θ a
c. Joined to following letter only	ثْ	وَاثْ wa θ aba
d. Joined on both sides	بَثْ	فَا بَثْ fa θ abata

Drill 2. The first four columns below correspond to the various shapes in the chart above; Column e. combines all shapes. Read the following:

<u>e</u>	<u>d</u>	<u>c</u>	<u>b</u>	<u>a</u>
بُثُوثُ	بِثْ	ثان	بِثْ	ماث
نَمَثْ	تَثِبْ	ثَبْتَ	مَثْ	واث
ثَمُود	بُثْنُ	ثَمْنُ	نَمَثْ	بَدَثْ
بَثِثْ	تَثَاوَبْ	ثَوْمُ	فَثْ	دوْثْ
بَاثْ	نَثُوبْ	وْثَيْنْ	تُثْ	رُوْثْ
مُثُوْثْ	مَثْدُ	ثَمْ	مِبْثْ	قَدَثْ

Printed
Written

١٢

a. Pronunciation

Drill 4. On tape. Imitation: ur

Drill 5. On tape. A. Repetition B. Imitation. Contrast, / "r"

<u>B.</u>		<u>A.</u>
درب	—	درب
برد	—	برد
ورم	—	ورم
مرن	—	مرن
فرد	—	فرد

شَر
نَر

فَرَن
مَرَد

فَرَن
مَرَد

b. Reading

The letter that represents Arabic r is

ر

The Arabic name is راء raa'. It has the following shapes:

Position	Shape	Examples
a. Independent	ر	تَارُ <u>aaara</u>
b. Joined to preceding letter only	ر	بَرْدُ <u>barda</u>

Drill 6. The first two columns below correspond to the shapes in the chart above, while Column c. contains both shapes. Read the following:

c
نَمْرُ
بَرْدُ
دَيْرُ
فَرْمَانُ
رُفْمَانُ
مَرِيرُ

b
مَرْدُ
نَرْتُ
بَرَّانُ
فَرْنُ
تَمَرُ
مَرَّاتُ

a
تَارُ
تَارُ
دَارُ
نُورُ
تُمُورُ
نَذَرُ

c. Writing

Printed
Written

ر

Note that ر begins above the line and extends below the line. Drill 7. In writing supplement.

3. س s

a. Pronunciation

Arabic س s corresponds to English s as in sad, sack, see. (Arabic س is dental--pronounced with the tongue tip at the upper teeth--, while English s is alveolar--pronounced slightly behind the teeth--giving a slightly lower-pitched s.)

Drill 8. On tape. Repetition. Contrast س / س

b.
بَسْتُ
مَاسُ
نَسْمُ
نَسِبُ
مَسَّاسُ

a.
بَسْتُ
مَاسُ
نَسْمُ
نَسِبُ
مَسَّاسُ

3.b. Reading

The letter that represents the s as in see is



The Arabic name is سين siin. It has the following shapes:

Position	Shape	Examples
a. Independent	س	بَاسَ <u>baasa</u>
b. Joined to preceding letter only	س	مَاسَ <u>massa</u>
c. Joined to following letter only	س	سَمَنَ <u>samana</u>
d. Joined on both sides	س	بَسَمَ <u>basama</u>

Drill 9. Read:

e	d	c	b	a
سَبَّ	بَسَمَ	سَادَ	مَسَّ	بَاسَ
سَامَ	يَسُودَ	سَبَرَ	بَسَّ	رَاسَ
رُوسَ	فَسَرَ	سَفَنَ	يَمَسَّ	نَاسَ
نَبَسَ	فَسَادَ	سُرُورَ	تَمَسَّ	فَرَسَ
فَرَسَ	تَسَمَّرَ	سَاكِرَ	نَمَسَّ	دَرَسَ
سَفَرَ	بَسَّامَ	سَيَّارَ	يَنَمَسَّ	مَدْرَسَ
نَافَسَ	مَسُودَ	سَدَّ	نَسَّ	دُرُوسَ

c. Writing

	Printed	Written
a.	س	س
b.	س	س
c.	س	س
d.	س	س

Note that shapes a. and b. are joined above the line, while c. and d. are joined on the line: بَسَ bas but بَسَرَ basara. Drill 10. In writing supplement.

4. س ص

a. Pronunciation

Arabic ص s is a velarized alveolar s. It is alveolar, which means that it is produced not at the teeth, like س, but further back in the mouth. It is velarized, which means that the back part of the tongue is made tense (with some raising up toward the soft palate or velum), giving the s-sound a velar effect. Thus, ص sounds quite different from س.

Drill 11. Identification drill. Teacher says ssss and sss a couple of times while class listens. Then he produces one of them, and the class identifies it as Column A or Column B.

A
س sss

B
ص sss

Drill 12. Production drill; س/ص in isolation. (Class as whole, then individual students pronounce س and ص in isolation.)

The different effect of plain consonants, e.g., س, and velarized consonants, e.g., ص, is quite striking. Notice how the quality of the long vowel aa changes in a word with ص.

Drill 13. On tape. Repetition. Contrast س / ص

A
سام
ساد
سان
ساس
ساب
ساذ
سار
سات

B
صام
صاد
صان
صاص
صاب
صاذ
صار
صاث

Note that the vowel aa has two pronunciations: like the vowel a in English sad, sand, sag after س and, after ص, like the vowel o in English sod, sob or the aw in saw. The a of sad is produced further front in the mouth as compared to the o of sod, just as س is produced further front in the mouth than ص. The American hears the s in sass and the s in sauce as the same, but hears the vowels in those two words as completely different. The Arab, on the contrary, hears the vowels in those two words as variations of a single vowel, namely aa, but hears the two s's as completely different. He would write the English word sass as ساس and the word sauce as صاص.

Velarized consonants (of which there are four: ظ ط د ض س) affect all vowels in this way, causing them to be pronounced more back in the mouth. The vowel a when next to velarized consonants is pronounced like o in English hot, cot, but is always short in duration.

Drill 14. On tape. Repetition. Contrast س / ص

B.
صبر
صمن
صدم
مرص
نص
برص

A.
سبر
سمن
سدّم
مرس
نس
برس

صَيْدٌ
صَيْفٌ
صَوْنٌ
مَصٌّ

سَيْدٌ
سَيْفٌ
سَوْنٌ
مَسٌّ

The vowels u and u, being already back, are not made any backer by velarized consonants. However, the quality of tenseness that is found in velarized consonants is also evident in the vowels.

Drill 15. On tape. Repetition. Contrast س / ص

B.

صَوْرٌ
صَوْنٌ
صَوْدٌ
صَوْبٌ
صَوْمٌ
صَيْنٌ
صِيرٌ
صِيصٌ
صَيْفٌ
صَيْدٌ

A.

سَوْرٌ
سَوْنٌ
سَوْدٌ
سَوْبٌ
سَوْمٌ
سَيْنٌ
سِيرٌ
سِيصٌ
سَيْفٌ
سَيْدٌ

Thus, there are two important points about س and ص : (1) They are pronounced differently and (2) they markedly affect the quality of adjacent vowels. You must master the pronunciation of the two s's; but, at least as important, you must produce the proper vowels when you speak and react to the vowels when you listen. In all likelihood, the Arab will be at least as much influenced by your vowels as he will be by your consonants.

b. Reading

The letter that represents Arabic s is

ص

The Arabic name is صَادٌ saad. It has the following shapes:

Position	Shape	Examples
a. Independent	ص	بَرَصٌ <u>baras</u>
b. Joined to preceding letter only	ص	نَصٌّ <u>nassu</u>
c. Joined to following letter only	ص	صَادٌ <u>saad</u>
d. Joined on both sides	ص	بَصَرٌ <u>basar</u>

Drill 16.

e	d	c	b	a
نُصُوص	مُصَرِّ	صَفَّ	نَصَّ	بُرِّصَ
مَصُون	بَصَمَ	صُفُوف	يُنَصُّ	بَاَصَ
صُفَر	نُصِبَ	صَارَ	رَبِصَ	مَاَصَ
وَصُوصَ	نَصَفَ	صَبَرَ	بَصَّ	بَوَصَ
صَنَمَ	تَصَبَّ	صَدَّرَ	نَمَصَّ	نَوَصَ
صَوَّتَ	مُصَوِّر	صَادَرَ	قَصَّ	قُرِّصَ
صَرَفَ	فَصَمَ	صَوَّتَ	مَصَّ	بَاَصَّ
بَاَصَات	مَصْدُور	صَمَدَ	نَبَصَّ	مُرِّصَ

c. Writing

	Printed	Written
a.	ص	ص
b.	ص	ص
c.	ص	ص
d.	ص	ص

When joined to following letter (c. and d.) ص has a little kink in the line before the following letter is begun; it is joined to a preceding letter by a line coming from under it. Drill 17. In writing supplement.

5. i

a. Pronunciation

The vowel i corresponds to the vowel i in English bit; it is always short in duration. Arabic i, unlike English i, never becomes like u in but. English i, when unstressed, tends to be pronounced like u in but. For example, i in deistic, where is is stressed, is pronounced like i in mist, while i in deist, where de is stressed, is pronounced like u in bust. If this habit is carried over into Arabic confusion may result. For example, the following two words are differentiated only by the final vowel:

مُدَرِّس mudárris 'teacher'
مُدَرِّس mudárras 'taught'

The American student must be on his guard not to substitute a for unstressed i, lest he be misunderstood. Arabic i when adjacent to a velarized consonant is also backed in pronunciation, sounding something like the e in English nurses.

Drill 18. On tape. Repetition. Contrast س / ص

B.

صِرْ

مِرْصَ

رَصَصَ

صَفْ

صِبْ

A.

سِرْ

مِرْسَ

بِرَتْ

سَفْ

سِبْ

6. Arabic ii corresponds to the i in English machine or the ea in bead; it is twice as long as i in duration. Following a velarized consonant there is a short transition vowel (like u in but) between the consonant and the vowel.

Drill 19. On tape. Repetition. Contrast س / ص

B.

سِينْ

صِينْ

تِينْ

مِينْ

دِينْ

فِينْ

A.

سِنْ

صِنْ

تِنْ

مِنْ

دِنْ

فِنْ

Long ii and short i are both pronounced alike as the last sound of a word: the vowel quality of ee in beet, but short.

Drill 20. On tape. Listening. Final i and ii.

دَرِي / دَرِبْ ، سِيرِي / سِيرْ ، بَيْتِي / بَيْتْ ، بَابِي / بَابْ ، مَرِّي / مَرَّ ، فَمِي / فَمْ ، بَدَنِي / بَدَنْ ، نَصِّي / نَصَّ

b. Reading

The short vowel i is represented in the Arabic writing system by a special sign, placed under a consonant letter as in

مِنْ min

The Arabic name of this sign is كسرة kasra. If the consonant letter has shadda, kasra may be written either under the letter or under kasra:

دَرِّسْ ، دَرِّسْ darris

In this book kasra is written under shadda.

Drill 21. Read:

مِنْ ، مَرِّسْ ، ذَنْبْ ، سَيِّدْ ، سَمَنْ ، نَفْسْ ، بَارِدْ ، سِرْ ، صِرْ ، فُسْرْ ، مُدَرِّسْ ، بِنْتُ ، ثَابِتْ ، بَدَوِيْ ، دَسِيمْ ، كَتْنْ ، نَادِرْ ، نَصْبْ ، نَفَرْ

The long vowel ii is represented in the Arabic writing system by kasra followed by the letter ي :

فِي	<u>fii</u>
سِين	<u>siin</u>

The writing of kasra before and sukuun over ي when it has this value of ii is usually omitted: سِين or سِين siin.

Drill 22. Read: سِين ، سَمِين ، بَرِيد ، بِيَان ، رَصِيد ، مَدِيد ، فَرِيد ،
تَنِين ، تَمَرِين ، مَدِين ، مُدِير ، سَرِير ، نَدِيم ، بَدِين ، رَيِّب ، تَدْبِير ،
صِين ، رَنِين ، تِين ، سَمِير

c. Writing

Printed	ب
Written	بِ

Drill 23. In writing supplement.

Drill 24. On tape. Dictation.

Lesson Four

الدرس الرابع

Consonants

1. ز z as in zeal
2. ش š as in shake
3. ل l as in leaf
4. ط t (no English equivalent)
5. Nunation:
 - ◌◌◌ -un
 - ◌◌◌ -in
 - ◌◌◌ -an

1. ز z

a. Pronunciation

The consonant ز z is a voiced sibilant. It is pronounced like the z in English zeal, gazelle, Liz.

b. Reading

The letter which represents the sound z (as in zeal) is

ز

This letter is called زاي zaay. It is a non-connector, and is exactly like ر r except that it has a dot over it. Its shapes are as follows:

Position	Shape	Examples
a. Independent	ز	زَادَ <u>zaada</u> وَزَنَ <u>wazana</u>
b. Joined to preceding letter only	ز	بَزَرَ <u>bazara</u> فَزَّ <u>fazza</u>

Drill 1. Columns a and b below illustrate each of the two shapes; Column c includes both. Read:

c
زَيْتٌ
مِز
بَزُون
وَزَر
نِزَار

b
يَزُورُ
نَزِيدُ
مَز
رَمَز
فَزَّان

a
زَادَ
زَارَ
وَزِير
فَوْزُ
فَازَ

c. Writing

Printed
Written

ز

ز is written exactly like ر (see 3.2) with the addition of the dot. Both are non-connectors.

Drill 2. In writing supplement.

2. ش š

a. Pronunciation

The consonant ش š is pronounced like the sh in English shape, bishop, rush.

b. Reading

The letter which represents the sound š (as in shake) is

ش

The Arabic name of this letter is شين šīn. It has the following shapes:

Position	Shape	Examples
a. Independent	ش	ناوش naawaša
b. Joined to preceding letter only	ش	دبش dabaš
c. Joined to following letter only	ش	شاب šabaab
d. Joined on both sides	ش	نشر našara

Drill 3. Columns a to d below illustrate the four shapes shown above; Column e includes them all. Read:

e	d	c	b	a
شاوش	بشير	شاي	دبش	ناوش
بشر	بشر	رشيد	شاوش	فاش
رش	نشر	شاب	رمش	فرش
رفش	يشرب	شرب	ريش	فراش
بشر	فشر	شریف	نايش	راش

c. Writing

		Variant
Printed Written	ش ش	ش

ش is written like س (see 3.3), with the addition of the three dots, which are written in a single movement as a small curved tent-like figure: ش. This figure is added only after the completion of the word, or of the next non-connector, if any.

Variant Shapes. The full shapes (a. and b.) may also be written without the three dots but with a downward slanting stroke at the end instead: ش

Drill 4. In writing supplement.

3. ل

a. Pronunciation

The Arabic sound ل is like the English l, but there is an important difference. Most speakers of American English pronounce their l's with the back of the tongue raised somewhat toward the velum--resulting in a velarized l, very much in the same way as Arabic ل is a velarized s. This velarized quality of the English l is especially noticeable at the end of a word, for example in feel or bell; it is less noticeable, though still present in varying degrees, at the beginning of a word, for example in leaf. In Arabic the velarized ل is found in the word for "God" ٱللَّه ʾallaah and a few others. Elsewhere, however, the Arabic ل has a non-velarized or "clear" sound. The clear ل results when the back of the tongue is relaxed and not raised. In the following drill you will hear a series of English words containing ل, each followed by a similar Arabic word or syllable with the Arabic clear ل. Listen to the difference in quality in the two types of ل.

Drill 5. Contrast between English and Arabic ل. Listen.

فيل	feel
ديل	deal
ميل	meal
بل	bell
تل	tell
سل	Sal
بلي	belly
نلي	Nelly
ملن	melon
فلن	felon
ليف	leaf
لين	lean
لف	laugh
لفت	lift
لم	lamb

Drill 6. On tape. Imitation. Arabic words with ل

فيل	دل	يلبس	يفلس	بلد	لفت
نان	سلان	يلبث	مسلم	سليم	ليبيا
مان	فل	يلزم	يفلت	سلام	لام

مِيلٌ ذَلٌّ فَلْفَلٌ يَتَلَوْنَ بِلَادٌ لَبِيسٌ
 رَسُولٌ مَلٌّ زُلْزُلٌ يَتَلَوْ وَلَدٌ لَكِنَّ
 دَوْلٌ

b. Reading

The letter which represents the sound l is

ل

The Arabic name of this letter is لام laam. It has the following shapes:

Position	Shape	Examples
a. Independent	ل	مال <u>maal</u>
b. Joined to preceding letter only	ـل	فتيل <u>fatiil</u>
c. Joined to following letter only	لـ	لبس <u>labisa</u> دلس <u>dallasa</u>
d. Joined on both sides	ـلـ	بلد <u>balad</u>

Note that ل followed by ة takes the special shape لا. When joined to a preceding letter, it is connected by a vertical line rising from the line, e.g., بلا bilaa.

Drill 7. Columns a to d below illustrate the four shapes shown in a to d above; Column e includes them all.

e	d	c	b	a
دَلال	بَلَدٌ	لَنْ	مِيلٌ	مال
مُسْلِمٌ	بِلاد	لَذِيذٌ	فِيلٌ	دَوْلٌ
لِيبَا	سَلَامٌ	لُبْنَانٌ	نِيلٌ	نَالٌ
بَرْمِيلٌ	سَلِيمٌ	لُولُو	رُسُلٌ	فول
فُلْفُلٌ	فَلْمٌ	وَلَدٌ	نُلُنٌ	رَسُولٌ

c. Writing

Printed
Written

ل

- (1) Independent form. The bottom curve is rounded and may extend somewhat below the line.
- (2) Joined to preceding letter only. The preceding letter is joined to ل just above the curve; the pen moves upward and then retraces its path downward and into the curve.
- (3) Joined to following letter only. The pen starts at the top and moves downward.

- (4) Joined on both sides. The pen moves from the preceding letter upward, and then retraces its path downward and into the following letter.

Drill 8. In writing supplement.

4. ط

a. Pronunciation

The consonant ط is a voiceless alveolar stop. Like ص s, it is a velarized sound, and it differs from the plain ت t in several important ways: (1) For ت t (a dental stop) the tip of the tongue touches the back of the upper teeth; while for ط t (an alveolar stop) a larger area of the front upper surface of the tongue makes contact with the alveolar region (the gum ridge behind the upper teeth). (2) The ت t, like English t, is often aspirated (that is, it is produced with a slight puff of breath); while ط t is not aspirated. (3) Finally, ت t is a plain (non-velarized) sound, the back of the tongue remaining relaxed and low in the mouth; while ط t is velarized: the tongue is tense, and the back part is raised toward the velum. Like all velarized consonants, ط affects the quality of adjacent vowels (see 3.4). In the following drill you will hear an Arabic word containing ت t, and then a similar word containing ط t. Listen carefully, and repeat each word, imitating as closely as you can both the different consonants and the vowel qualities accompanying each.

Drill 9. On tape. Repetition. Contrast ت / ط

طاب	تاب
بطر	بتر
ريط	ريت
طل	تل
بط	بت

Drill 10. On tape. Imitation. Additional examples of ط

ريط	وطن	طبيب	طالب
طويل	طمس	بطر	قط
طنطا	وسط	تسلط	رطل

b. Reading

The letter which represents the sound ط is

ط

The Arabic name of this letter is طاء taa. It has basically the same shapes in all positions:

Position	Shape	Examples
a. Independent	ط	شباط subaat
b. Joined to preceding letter only	ط	نفط naft

Position	Shape	Examples
c. Joined to following letter only	ط	طَالِب <u>taalib</u> وَطَن <u>watan</u>
d. Joined on both sides	ط	يَطِيرُ <u>yatiiru</u>

Drill 11. Each of the columns a to d below illustrates one of the four shapes shown in a to d above; Column e includes them all.

e	d	c	b	a
طَمَر	يَطِيرُ	طَالِب	نَفْط	شُبَّاط
نَاط	قَطَن	طَبِيب	رَبِط	بَلَّاط
قَطَف	مَطَر	طَمَس	بَط	سَوَّط
نَمَط	سُلْطَان	رَطْل	بَط	قَنَاط
طِين	لَطَم	رَطَن	مَلَط	سِرَاط

c. Writing

Printed:	ط
Written:	ط

- (1) Independent form. Begin the loop at the lower left, move up and to the right, then down and back around to the left. Next, add the vertical stroke, beginning at the top; the bottom of this stroke should not quite touch the loop.
- (2) Joined to preceding letter only. Move into the loop from the preceding letter and then move up and to the right as in (1) above; in moving down and back keep the body of the loop above the original connecting line. Then add the vertical stroke, as above.
- (3) Joined to following letter only. Printed: ط Written: ط
Make the loop as in (1) above, but continue immediately into the following letter. Add the vertical stroke only after completing the word, or after the next non-connector, if any.
- (4) Joined on both sides. Printed: ط Written: ط
Move into the loop from the preceding letter as in (2) above, but continue immediately into the following letter. Add the vertical stroke only after completing the word, or after the next non-connector, if any.

Drill 12. In writing supplement

5. Nunation

Many Arabic nouns and adjectives have inflectional endings -un, -in, and -an, in which the three different vowels indicate different cases, and the -n indicates indefiniteness (usually indicated in English by the indefinite article "a, an"). For example:

Nominative case:	<u>darsun</u>	} 'a lesson'
Genitive case:	<u>darsin</u>	
Accusative case:	<u>darsan</u>	

The use of -n as an ending indicating indefiniteness is called nunation. The -n of of nunation is written in a special way: by writing the preceding vowel sign twice. Following are details for each of the three vowels:

a. The ending -un may be written with two damma signs over the preceding consonant (see 2.7), one of them usually in a reversed position: دَرَسُ. More commonly, however, the doubling is represented by a single damma with an additional short downward stroke: دَرَسْ. Examples:

دَرَسُ	<u>darsun</u>
طَالِبُ	<u>taalibun</u>
وَلَدُ	<u>waladun</u>

b. The ending -in is written with two kasra signs (3.5) under the preceding consonant: دَرَسِ. Examples:

دَرَسِ	<u>darsin</u>
طَالِبِ	<u>taalibin</u>
وَلَدِ	<u>waladin</u>

c. The ending -an is written with two fatha signs over the preceding consonant (see 1.6); and the two fathas are regularly followed by an ʔalif ا, written as the last letter of the word. This ʔalif is a spelling convention associated specifically with the ending -an, and does not indicate a long vowel. The preceding letter is joined to it or not, according to the usual rules. Examples:

دَرَسَا	<u>darsan</u>
طَالِبَا	<u>taaliban</u>
وَلَدَا	<u>waladan</u>

In unvowelled text the nunation signs, like the short vowel signs, are usually not written; but the ʔalif which accompanies the ending -an remains:

درس	<u>darsun</u>
درس	<u>darsin</u>
درسا	<u>darsan</u>

Drill 13. Read.

شَمْسٌ ، زَيْتٌ ، بَدَوِيًّا ، طَوِيلٌ ، مَكْتَبٌ ، صَفًّا ، شَامِلٌ ، بَلَدًا ،
وَادٍ ، فَلَمَّا ، سَفَرٌ ، ثَانٍ ، مُرَاسِلًا

Drill 14. On tape. Dictation.

Lesson Five

Consonants

1. ك k as in kind
2. ق q (no English equivalent)
3. ج j as in judge
4. خ x like ch in German Nacht
5. أ ؟ (glottal stop: see below)
6. Pause

1. ك k

a. Pronunciation

Arabic ك k is like English k in kind, key, cook.

Drill 1. Production

شَكَكَ	مَكَثَ	مَكَثَ
شَكَكَ	سَكَرَ	سَكَرَانُ
رَكَيكَ	سَكَرَ	كَرِيمٌ
شَيْكَ	سَيْكِرَ	كَمَا
مَلَكَ	شَكَلَ	كَامِلٌ
سَلُوكَ	فَكَرَ	مَكْرَمٌ

b. Reading

The letter that represents the consonant k as in kind is

ك

The Arabic name of this letter is كاف kaaf; it has the following shapes:

Position	Shape	Examples
a. Independent	ك	يَدُكَ <u>yaduka</u>
b. Joined to preceding letter only	ك	مَلِكٌ <u>malikun</u>
c. Joined to following letter only	ك	كَرِيمٌ <u>kariimun</u> مَآكِنٌ <u>maakinun</u>
d. Joined on both sides	ك	سِكَكٌ <u>sikakun</u>

ك has a special shape when joined to a following ل , or another ك :

كُل	<u>ku</u> l
كا	<u>kaa</u>
كك	<u>kik</u>

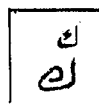
Note that ك joins ل and ك at the line, كا, كك, but joins ل above the line. كل

Drill 2. Read:

كَانَتْ وَتَكُونُ ، كُنْ ، سَلَامٌ ، مَمْلُوكٌ ، كَنْدَا ، أَمْرِيكَ ، مَكْتَبٌ ، كِتَابٌ ، كَتَبَ ، سَكَّانٌ

c. Writing

Printed
Written



(1) Independent form:

ك rests on the line, with the horizontal base line fairly flat.

(2) Joined to preceding letter:

The preceding letter is joined to كه at its base.

(3) Joined to following letter:

This is like the corresponding form of ل with the addition of the stroke at top, which is added after the following connected letters are completed.

(4) Joined on both sides:

Same as (3) above, but joined at base to preceding letter. If the following letter is ر it is joined as follows: كَر ، كَرَر

Drill 3. In writing supplement.

2. ق q

a. Pronunciation

ق is a voiceless uvular stop; it is produced by making contact between the back of the tongue and the uvula (the tip of the soft palate, projecting into the pharynx). It differs from ك in the following ways: (1) ك , like English k, is aspirated, while ق is not. (Aspiration is a puff of air given off with the t in take, p in pay, and c in cool.) (2) ك and English k are pronounced further forward in the mouth after front vowels (e.g., ee in keep, a in candy) and further back after back vowels (e.g., au in caught, oo in cook). ق , on the other hand, is always uvular. (3) ق , like the velarized consonants, goes with the back pronunciation of vowels, while ك goes with the front ones: كَاد is pronounced with the vowel of cad while قَاد is pronounced with the vowel of cod. In practicing the pronunciation of ق , say, for example, caught, cod, called but using the deepest part of the tongue you can in pronouncing the k sound.

Drill 4. On tape. Repetition. Contrast ك / ق

b.

قَاد

قَاتِ

قَاس

قَيس

يَقْبُر

a.

كَاد

كَاف

كَاس

كَيس

يَكْبُر

b.
تَقْرِير
مَسَاق
سَلَق
شَقَّ
دَقَّ

a.
تَكَرِير
مَسَاك
سَلَاك
شَكَّ
دَكَّ

b. Reading

The letter that represents the sound q is

ق

The Arabic name of the letter is قاف qaaf. It has the following shapes:

	Position	Shape	Examples
a.	Independent	ق	شَرَقَ <u>sarq</u>
b.	Joined to preceding letter only	قـ	صَدِيقَ <u>sadiiq</u>
c.	Joined to following letter only	قـ	قَاف <u>qaaf</u> فُنْدُقَ <u>funduq</u>
d.	Joined on both sides	قـ	تَقَدَّمَ <u>taqaddum</u>

Drill 5. Read:

قَاف ، شَرَقَ ، صَدِيقَ ، فُنْدُقَ ، تَقَدَّمَ ، قَادِرَ ، قَادَتَ ، دَقِيقَ ، قَصَرَ ، قُصُورَ

c. Writing

Printed
Written

ق
قـ

Independent shape. ق differs from ف in shape in that it is more rounded, while ف is flatter.

Variant Shape. The first two shapes are often written without the two dots but with a tail added to compensate for their absence: قـ ، قـ

Drill 6. In writing supplement.

3. جـ

a. Pronunciation

The letter ج represents a variety of pronunciations over the Arab world, all of which are found in English. In Cairo and Alexandria it is pronounced like g in gold (sometimes like j in judge); in North Africa and the Levant it is pronounced like s in English pleasure; and in the rest of the Arab world, like j in English judge. Your choice of pronunciation should depend upon the pronunciation of your teacher. The choice is not crucial to anything, since it is always easy to change if you decide to do so.

In this book we assume the pronunciation of ج as j in judge.

b. Reading

The Arabic name of the letter

ج

is جيم jiim; ج has the following shapes:

Position	Shape	Examples
a. Independent	ج	تاج <u>taaaj</u>
b. Joined to preceding letter only	ج	ناج <u>naatiij</u>
c. Joined to following letter only	ج	جميل <u>jamiil</u> دجاج <u>dajaaaj</u>
d. Joined on both sides	ج	نجيب <u>najiib</u>

Drill 7. Read:

تاج ، جميل ، نجيب ، جمل ، جدا ، وجد ، جمال ، راج ، جديد ، تجديد

c. Writing

Printed ج
Written ج

(1) Independent shape.

The characteristic part ج is written above the line, while the "tail" is below.

(2) Joined to preceding letter only.

The characteristic part is open rather than a closed circle. The preceding letter is joined from above rather than at the line: مج mj, لج lj, كج kj, etc. Letters of the ب class have these special shapes before ج or زج or زج or زج for example, ج.

(3) Joined to following letter only. ج The letter characteristic is joined to the following letter, e.g., جاء.

(4) Joined on both sides. ج Note that this shape is open on both sides. Preceding letter is joined from above, e.g., باج bajaa.

Drill 8. In writing supplement.

4. خ

a. Pronunciation

خ is not a modern English sound. It does occur in many other languages, such as ch in German Nacht, x in Russian xorošó, etc. It is a voiceless velar fricative: It is produced by narrowing the passageway between the back of the tongue and the velum, so creating friction as the air passes through; the vocal cords are at rest. Try to produce خ using the very back of the tongue to partially cut off the air stream as you exhale. خ differs from ك in that the latter completely stops the air stream in its passage from lungs to mouth, then releases it. خ almost blocks it off, but not quite, giving its fricative effect. Practice by saying aka, ak-ka, ax-xa--that is, make the complete closure for ك k after the vowel a, then relax the tongue enough to let air through; خ should result.

Drill 9. On tape. Repetition. Contrast ك / خ

خ x	ك k
خال	كال
خدّ	كدّ
خاف	كاف
بخا	بكا
بخر	بكر
بخر	بكر
بخل	نكل
مبخر	مبكر
شاخ	شاك
شيخ	شيك

b. Reading

The letter that represents the sound x is

خ

The Arabic name of the letter is خاء xaa?. It is exactly like the letter ح in all its shapes, except that it is characterized by one dot above rather than one dot below. It has the following shapes:

Position	Shape	Examples
a. Independent	خ	مناخ <u>manaax</u>
b. Joined to preceding letter only	خ	تاريخ <u>taariix</u>
c. Joined to following letter only	خ	خامس <u>xaamis</u> فاخير <u>faaxir</u>
d. Joined on both sides	خ	بخير <u>bixayrin</u>

Drill 10. Columns a, b, c, d, below correspond to a, b, c, d, in the chart above; e combines all four. Read the following:

e	d	c	b	a
راسخ	فاخير	خامس	تاريخ	مناخ
خادم	ساخير	خال	وسنخ	صراخ
باخ	رخيم	خرج	ملخ	شرخ
ماخر	زاخر	خام	لطنخ	فرخ

e
بَخِيلٌ
بَخِيرٌ
d
دَخِيلٌ
c
خَدَمَ
b
رَسَخَ
a
بَذَخَ

c. Writing

Printed	خ
Written	خ

The letter خ has the same shapes as ج, with the difference in the dots.

Drill 11. In writing supplement.

5. 1 ؟

Glottal stop ؟ is a consonant sound heard in English, German and other European languages, but not represented in the spelling. It is produced by blocking off the air stream at the top of the windpipe, and then releasing it. This is what happens when you take a deep breath, hold it, and then release it. It occurs as the "catch in the throat" in English expressions such as "uh-oh!" It is also used in English to clarify syllable division, as in "I didn't say 'some mice' I said 'some ice'," where ice is preceded by glottal stop. It is also used this way in German, as in vereinigte, where glottal stop separate ver- and -ei-, as opposed to verein, where the syllables are ve and rein. Practice glottal stop by saying a series of vowels, e.g. ah, with a clear break between them; there should be a glottal stop at each break.

English words beginning with vowels are often pronounced with glottal stop, but we are conditioned to it and do not hear it. In Arabic, every word beginning with a vowel is pronounced with initial glottal stop. As a matter of fact, no syllable in Arabic can begin with a vowel; every syllable begins with some consonant or other, including glottal stop. In the following drill, listen for the glottal stops at the beginning of each word.

Drill 12. On tape. Imitation. اُ

أنا ، أنت ، أنت ، أين ، أساسى ، الخامس ، أول ، أستاذ ، أمريكا
أجنبى ، أم ، أخرى ، أكمل

b. Reading

Glottal stop is not represented by a letter, but by the sign



The Arabic name of this sign is هَمْزَة hamza. Hamza is sometimes written over or under certain letters, called "seats", or else aloof. In this lesson we take up the writing of hamza as the first sound of the word, and in the following lesson we deal with it in the other parts of the word.

At the beginning of the word, hamza is always written with ا as its seat; if the following vowel is i, hamza is written under ا, thus: اِ i. Otherwise, hamza is written over its chair, thus: اِ a and اِ u.

اِ <u>a</u> as in	أنتَ <u>anta</u>
اِ <u>u</u> as in	أستاذ <u>ustaaḍ</u>
اِ <u>i</u> as in	إمشى <u>imshi</u>

Drill 13. Read the following:

أَنَا ، أَنْتَ ، أَنْتِ ، أَمْسِ ، أَخٌ ، أَيْنَ ، أَسْتَاذٌ ، أَسْلَمَ ، أُخْتُ ، أُذِرْسَنِ
أُرْسِلُ ، أَدْرِكُ ، إِلْزَمَ ، إِسْمٌ ، إِسْلَامٌ ، إِنَّ ، إِنْتَخَبَ ، إِنْتَاجٌ

c. Writing

Printed	أ
Written	س

Hamza written aloof is س . Hamza with ا as seat: أ and إ .

أَنَا ، أَسْتَاذٌ ، إِذْهَبْ ، أَنْتَ ، أُسِرَ ، أَبٌ ، أُخْتُ ، أُدِيرُ ، بَدَأَ
أَدَبٌ ، أَسْتَاذٌ ، أَخْبَارُ

Drill 14. In writing supplement.

6. Pause

Arabic words can be pronounced in either of two ways: in their full form or in their pausal form. In the full pronunciation the word is pronounced in its entirety; for example, the full pronunciation of أَنْتَ (or أنت) is ?anta. The pausal form is a shortened one, where a word-final short vowel is not pronounced; thus, the pausal form of أَنْتَ ?anta is ?ant, and the pausal form of أَيْنَ ?ayna is ?ayn. If the vowel has nunation, that n is not pronounced either; for example, the pausal form of طَالِبٌ taalibun is taalib and the pausal form of طَالِبِ taalibin is taalib. In case of accusative nunation, e.g. طَالِبًا taaliban, the pause form is spelled ا and has the value aa, e.g. طَالِبًا taalibaa.

The full form is used when the word in question is followed without interruption by another word, for example, أَنْتَ in أَنْتَ سامي 'you are Sami.' (?anta) The pausal form on the other hand is used when there is any kind of interruption or pause after the word in question; this of course includes full stop at the end of a sentence. Thus, أَنْتَ is pronounced in its pausal form in the following sentences, where a dash -- is used to indicate an interruption in speech:

مَنْ أَنْتَ ؟ (?ant) 'Who are you?'

أَنْتَ -- سامي (?ant) 'you--are Sami.'

Pronouns and verbs are marked for gender in Arabic; for example, أَنْتَ is 'you' speaking to a male while أَنْتِ is the form used in speaking to a female. The pausal form of both of these is, technically speaking, ?ant. However, to avoid confusion, verbs and pronouns in the second person feminine singular always retain the final i in pause as well as in the full pronunciation. Thus, the pause and full forms of أَنْتِ are ?anti 'you' (feminine singular).

Drill 15. Read the following sentences, paying careful attention to the pause and full pronunciation of أَنْتَ 'you'.

أَنْتَ سامي 'You are Sami.'

مَنْ أَنْتَ ؟ 'Who are you?'

أَنْتَ فَرِيد 'You are Farid.'

مَنْ أَنْتَ ؟ 'Who are you?'

أَنْتَ سَلِيم	'You are Salim.'
مَنْ أَنْتَ ؟	'Who are you?'
أَنْتَ أَمِين	'You are Amin.'
مَنْ أَنْتَ ؟	'Who are you?'
أَنْتَ نَانْسِي	'You are Nancy.'
مَنْ أَنْتَ ؟	'Who are you?'

Drill 16. Read each of the following sentences twice: first, with no pauses or inter-
 interruptions, and secondly, with pauses at every dash. Use the pause and full forms
 as appropriate.

Example:	أَنْتَ - سَامِي	'You are Sami.'
	سَامِي - أَنْتَ	1 anta saamii; 2 ant--saamii
	أَنْتَ - سَلِيم	'You are Salim.'
	أَنْتَ - فَرِيد	'You are Farid.'
	أَنْتَ - رَشِيد	'You are Rashid.'
	أَنْتَ - أَمِين	'You are Amin.'
	أَنْتَ - كَرِيم	'You are Karim.'
	مِنْ أَيْنَ - أَنْتَ ؟	'Where are you from?' (speaking to a boy)
	مِنْ أَيْنَ - أَنْتِ ؟	'Where are you from?' (speaking to a girl)
	أَنَا طَالِبٌ - مِنْ بَيْرُوت	'I am a student from Beirut.'
	أَنَا طَالِبٌ - مِنْ تُونِس	'I am a student from Tunisia.'
	أَنَا طَالِبٌ - مِنْ فَرَنْسَا	'I am a student from France.'
	أَنَا طَالِبٌ - مِنْ لَنْدُن	'I am a student from London.'

Drill 17. On tape. Dictation.

Lesson Six

Consonants

1. ه h as in hat
2. ح h (no English equivalent)
3. ء ? glottal stop in middle and end of word
4. Voweled and unvoweled texts
5. Writing of foreign words in Arabic script

1. ه h

a. Pronunciation

Arabic ه h is like English h in hot, hat, heat; it is a voiceless glottal fricative. Arabic ه h differs from English h in the following ways: (1) it is pronounced with more force than is English h; (2) it can be pronounced at the end of a syllable or word, while English h is pronounced only at the beginning of a syllable; and it may be doubled (held twice as long). Listen to the pronunciation of ه in the following drill, repeating each item.

Drill 1. On tape. Imitation.

c.
تَهْمَل
بَهَار
يَشْهَى
جَهْز
جَهْز

b.
نَهْر
شَهْر
شَهْرَة
يَهْتَم
كِتَابَه
مُدِيرَه
أَيَّوَه

a.
هَذَا
هُنَا
هِيَ
هَمْ
مَشْهُور
أَلَا زَهْر
شَهِيد
هَيْكَل
مَنَاهِج

b. Reading

The letter that represents the consonant h as in hat is

ه

The Arabic name is هاء haa?; it has the following shapes:

Position	Shape	Examples
a. Independent	ه	أَبُوهُ ? abuuhu
b. Joined to preceding letter only	هـ	دَرَسَهُ darsuhu
c. Joined to following letter only	هنا	هنا hunaa الْأَزْهَرُ ? al ? azhar
d. Joined on both sides	نَهْرٍ	نهرٍ nahr

Drill 2. Read:

هنا ، هناك ، هو ، هي ، نهار ، مديرة ، مشهور ، مشاهير ، تمهّل ،
 كتابه ، شهر ، نهر ، أهلاً ، شهادة ، مكتبة ، هام ، فيه ، هم
 سهل ، له

c. Writing

Printed	ه
Written	هـ

- (1) Independent shape : ه
- (2) Joined to preceding letter only: هـ Variant: هـ
- (3) Joined to following letter only: هنا
- (4) Joined on both sides: نهر

Drill 3. In writing supplement.

2. ح h

a. Pronunciation

ح h does not exist in English; it is a voiceless pharyngeal fricative. It is produced with the base of the tongue near the back of the pharynx (throat) and the pharynx walls strongly constricted. Like ه h it can occur in any position of the word and can be pronounced doubled. It differs from ه h in that it is articulated with greater force. The tongue is relatively relaxed for ه but strongly tensed for ح. One suggestion for mastering ح is to whisper "Hey you!" as loud as you can, trying to get the ه as deep in the throat as possible.

Drill 4. On tape. Repetition. Contrast ح / ه

ح	ه
حاء	هاء
حال	هال
حوّل	هوّل
بَحَّار	بَهَّار

ح
مَحَل
فَحْم
مَشْهُور
فاح
شاح
مَشْبُوح

ه
مَهْل
فَهْم
مَشْهُور
فاه
شاه
مَشْبُوه

ح h differs from خ x in that there is no contact whatsoever between the base of the tongue and the velum for ح as there is for خ (see 5.4). When you are pronouncing ح be sure to keep the back of the tongue low so that it cannot come close to the velum and so produce خ. They are quite distinct in sound, the ح being a "pure" sound while خ has a kind of scraping effect. The following drill contrasts these two sounds.

Drill 5. On tape. Repetition. Contrast خ / ح

ح
حال
حام
حَلِيل
حَلَّ
سَحَر
رَحِيم
أَخْبَار
باح
ساح
نَفَح

خ
خال
خام
خَلِيل
خَلَّ
سَخَر
رَخِيم
أَخْبَار
باخ
ساخ
نَفَخ



b. Reading

The letter that represents the consonant sound h is

ح

Its Arabic name is حاء haa? ; it has the following shapes:

Position	Shape	Examples
a. Independent	ح	صَبَاحُ sabaahun
b. Joined to preceding letter only	ح	فَتَحَ fataha

c. Joined to following letter only	ح	حَالٌ <u>haalun</u> وَاحِدٌ <u>waahidun</u>
d. Joined on both sides	ح	مَتَحَفٌ <u>mathafun</u>

It is exactly like ح and ح except that it has no dots.

Drill 6. Read:

صَبَاحٌ ، حَالٌ ، حَمْدٌ ، الْحَمْدُ ، مَرْجَبًا ، فَتَحٌ ، سَعَلَ ، حَدِيثٌ ،
الْحُصُولُ ، سَمَاحٌ ، حَضَرَ ، بَحَثٌ ، صَحِيحٌ ، مَرَحٌ ، مَتَحَفٌ ، سَمَحٌ ،
حَمَلٌ ، قَبِيحٌ

c. Writing

Printed	ح
Written	ح

Same as ح , but without the dot.

Drill 7. In writing supplement.

3. ؟

In Lesson Five the writing of hamza as the first sound of the word was dealt with; this lesson deals with hamza in the other positions (1) at the end of the word and (2) in the middle of the word.

a. Pronunciation

Glottal stop is a full-fledged consonant and, like any other consonant, can be pronounced in syllable-final or word-final position and can be doubled.

Drill 8. On tape. Repetition.

a. -a? a-/ -aa-

سَأَلَ	—	سال
سَاءَلَ	—	سال
دَأَبَ	—	داب
نَأَبَ	—	ناب

b. V? C/VVC

رُؤِسَ	—	بوس
رَأَسَ	—	راس
رُؤِسَ	—	روس
رُئِسَ	—	بيس

c. -VV/ -V?

مَلَأَ	—	مَلَا
بَدَأَ	—	بَدَا
شَاطِئُ	—	شَاطَى
هَدَوْهُ	—	هَدَوْ
سَأَلَ	—	سَوَّلَ
تَرَأَسَ	—	رَأَسَ

d. ء

b. Reading

There is one cardinal rule in the reading of hamza: if there is a seat, ignore it. The seats are ء, e.g. اء or اء; و, e.g. وء; and ا, e.g. اء. The seat is not pronounced, but is only an orthographic convention in the spelling of words with hamza.

Drill 9. Read:

أَمِينُ ، إِسْمُ ، أَكْتَبُ ، مَبْدَأُ ، جُزْءُ ، بَدَأَ ، هَادِيٌ ، سَأَلَ ،
سُئِلَ ، فَوَّادٌ ، رَأَسَ ، مَلَأَ ، مَبْدَأُ ، تَرَأَسَ ، لَوَّلُوْهُ ، سَوَّدُوْهُ ،
بَنُوْهُ ، رَفِيسٌ .

While hamza's seat is not pronounced, it does indicate the nature of adjacent vowels, as will be seen in the following section.

c. Writing

Hamza is written either with a seat or aloof (without a seat). We shall deal with it first aloof, then with a seat.

Hamza is aloof in the following cases:

- (1) At the end of a word, when it follows a consonant or long vowel (that is, when it follows sukuun °). Examples:

سَوَّدَ ، بَطِيءٌ ، مَادَ ، مَجِيءٌ ، فَادَ ، بَذِيءٌ ، بَادَ ،
دَامَ ، مَادَ ، بَدَّ ، جَزَّ ، رَزَّ ، فَيَّ ، مَشِيءٌ ،
نَوَّدَ ، قَيَّ ، عَبَّ .

- (2) In the middle of a word, after و whether representing a long vowel, e.g. مَرُودَاتٌ or a consonant, e.g. مَرُودَاتٌ or between the two alifs, e.g. إِجْرَاءَاتٌ. Examples:

ضَوَّدَ ، مَرُودَاتٌ ، مَرُودَتُهُ ، يَسُودُونَ ، إِجْرَاءَاتٌ ،
إِخْصَاءَاتٌ ، مَرُودَاتٌ ، ثَبُودَاتٌ ، نَوَّدَمَانٌ .

Hamza is written with any of three seats: ٓ (أ or إ), (و), or ي (ي, ئ). The choice of seat is determined as follows:

(1) At end of word.

The preceding vowel determines the seat, which is homogeneous with the vowel: requires ي, as in شاطئ; requires و, as in نوادو; and requires ا, as in صند. Examples:

نوبو، بدا، مبتدى، نبا، لولو، بارى، قرا، نواطو، طارى، ملا.

Drill 10. In writing supplement.

(2) In the middle of the word.

In this position the vowels on both sides of hamza are considered, and the chair is chosen according to the following priorities: i - u - a. That is, if there is i on either side of hamza, the seat is ي: صند. Examples:

رئيس، رئاسة، ميل، موئل، متفائل، بشر.

If there is no i but there is u on either side, the seat is و: فو. Examples:

فوار، سور، مؤول، ساؤل، بؤس، سؤال، لؤلؤ.

Otherwise, the seat is ا: ا. Examples:

سأل، رأس، ترأس، رأث، رأيت.

Nunation after ك. Two alifs do not normally occur in succession. Therefore, if a word with word-final hamza on or after alif receives accusative nunation, then accusative nunation is written without alif, as in:

اجراء ز مااء - صااء
- نلا ز نلا - نلا
- اجراء ز مندا - مندا
- اجراء ز ابتداء - ابتداء
- اجراء ز ملا - ملا

Otherwise, the usual rules apply, for example:

جرذ، جرد، جردا، رز، رز، رزدا.

Drill 11. On tape. Dictation.

Note: The choice of seat for hamza is determined by adjacent vowels; thus, in unvoweled texts the seats of hamza are important clues to the vowelizing. For example, سأل cannot have or next to ك, and must be read either سأل, which means 'he asked' or سأل, which has no meaning.

4. Voweled and Unvoweled Texts

Thus far we have encountered only voweled script--written with short vowels, shadda, etc., e.g. مكتب maktabun. Texts may also be unvoweled--written with letters only, and no auxiliary signs, e.g. مكتب maktabun. (Hamza, however, is always written.) For anyone who knows Arabic, the lack of vowelizing poses no serious problem, because in any given context there is usually only one possible reading. To give an example from English, anyone who knows English should be able to read the following sentence:

This wrtng sstm 'mts shrt vwls.

This system works well for Arabic, because every syllable begins with a consonant, and only short vowels are omitted. It would not work for English because English does have syllables beginning with vowels, and even has words consisting entirely of vowels, e.g. "a". In the previous example, we were obliged to indicate the initial vowel of "omits" with an apostrophe.

Arabic publications are normally unvoweled, with only an occasional vowel sign written to avoid ambiguity. As a rule, only scriptures, such as The Koran and the Bible, and elementary readers are fully voweled. In this text we will follow custom and leave our texts unvoweled. In the vocabulary sections words are fully voweled; in grammar notes, words may be fully or partially voweled to clarify or highlight certain points of grammar. Unvoweled texts should not constitute a problem, since the words therein will be either familiar, so that voveling is superfluous, or listed fully voweled in the vocabulary section.

5. Writing of foreign words in Arabic script

In writing foreign words in Arabic script, certain special conventions are observed in the rendering of consonants and vowels that are not found in Modern Standard Arabic.

Vowels. There are two points to be made here. First, since the short vowel points are generally omitted (see previous section), the letters ا, و and ي are used to indicate vowel quality rather than quantity. Thus, both short a and long aa are represented by ا ; u and uu by و , and i and ii by ي . Examples are نانسى naansii which is pronounced nansii 'Nancy'; سميث 'Smith'; فيلم (also فلم) 'film'.

The second point concerns vowels that do not exist in MSA. The vowel ee (like a in English date, or e in they) is represented in Arabic script by ي , e.g. سكرتير 'secretary'. The vowels o in English wrote and o in hot are both represented by و , e.g. أوتيل 'hotel'; بوب 'Bob'.

Consonants. Arabic lacks a p (as in pipe), and generally spells it with ب b, or occasionally with a special symbol پ p, as in بيانو or بيانو 'piano'. The consonant v is likewise generally spelled with ف f but sometimes with the special symbol في v, as in فيرساي or فيرساي 'Versailles'. The consonant g is spelled with ج in Egypt, where this letter represents g; elsewhere, g is represented by ك k or ع , e.g. انكليزي or انكليزي 'English'; كونغريس 'Congress'.

Lesson Seven

الدرس السابع

Consonants

1. ع (no English equivalent)

Symbols

2. Madda: ـــــــــ

3. Dagger ʔalif: ʔ

4. taaʔ marbuuta: ٲ

1. ع ٲ

a. Pronunciation

The Arabic consonant ع has no English equivalent. It is a voiced pharyngeal fricative, and is thus the voiced counterpart of the voiceless pharyngeal fricative ح h (see 6.2). In making this sound, the muscles of the pharynx are tightened, causing the throat passage to be quite constricted, and resulting in a "squeezed" sound. This constriction of the pharynx is the same as that found in ح h, but with ع there is not so much friction noise, and voicing (vocal cord vibration) continues throughout. In the first drills below you will hear the ع contrasted with other Arabic sounds. Listen carefully.

Drill 1. On tape. Repetition. Contrast between a long vowel and a long vowel plus ع. Listen and repeat.

ما ع	ما
لا ع	لا
با ع	با
بي ع	بي
ني ع	ني
شي ع	شي
ذو ع	ذو
كو ع	كو
بو ع	بو

Drill 2. On tape. Repetition. Contrast between ع ٲ and ع ٲ. Listen and repeat.

بَاع	بَاء	سَعَلَ	سَأَلَ	عَن	أَنَّ
مَاع	مَاء	سَاعِل	سَائِل	عَب	أَب
بَدَعَ	بَدَأ	وَعَدَ	وَأَدَ	عَو	أَوْ
نَبَحَ	نَبَأ	بَاعِدَ	بَاءِدَ	عَمَ	أَمَ

Drill 3. On tape. Repetition. Contrast between ح h and ع . Listen and repeat.

روح	روح	بَعَثَ	بَحَثَ	عال	حال
راع	راح	سَعَلَ	سَحَلَ	عام	حام
نَفَحَ	نَفَحَ	سَاعِلَ	سَاحِلَ	عاد	حاد
نَبَحَ	نَبَحَ	لَعَنَ	لَحَنَ	عَبَر	حَبَر
لَعَلَّحَ	لَحَلَّحَ	بَعَرَ	بَحَرَ	عَمَلَ	حَمَلَ

Drill 4. On tape. Imitation. Additional examples of ع in various positions. Listen and repeat.

إِجْتِمَاعٌ	يَلْعَبُ	شَعَبٌ	لَعَبٌ	نَعَلَ	عال
تَابِعٌ	إِنْعَقَدَ	أَعْجَبَ	صَعَبٌ	تَعَلَّمَ	عام
مَعَ	مَوْعِدٌ	بَعْدُ	بَعْدُ	مُسْتَعِدٌّ	عالم
إِسْتَمَعَ	يَنْعَمُ	فَعَصَ	فَعَلَ	مُعَلِّمٌ	علم
رَجَعَ	يُرْعِبُ	تَعْلِيمٌ	سَحَرٌ	لَعَنَ	عرب

b. Reading

The letter which represents the sound ع is

ع

The Arabic name of this letter is عَيْنُ عَيْن. It has the following shapes:

Position	Shape	Examples
a. Independent	ع	بَاعَ <u>baa'a</u>
b. Joined to preceding letter only	ح	يَبِيعُ <u>yabii'u</u>
c. Joined to following letter only	ء	عَالَمٌ <u>'aalamun</u> سَاعَاتُ <u>saa'aatun</u>
d. Joined on both sides	ـعـ	بَعَثَ <u>ba'aθa</u>

Drill 5. Each of the columns a to d below illustrates one of the four shapes shown above; Column e includes them all. Read:

e	d	c	b	a
عَرَفَ	بَعَثَ	عَالَمٌ	يَبِيعُ	بَاعَ
مَعْرُوفٌ	صَعَبٌ	سَاعَاتُ	مَعَ	إِجْتِمَاعٌ
مَوْعِدٌ	بَعْدُ	عَنْ	مُجْتَمِعٌ	رَاعَ
بَاعَ	تَعْلِيمٌ	عَلَّمَ	جَمَعَ	رَوَّعَ
إِجْتَمَعَ	بَعَلَ	عَقَدَ	سَمِعَ	سَاعَ

c. Writing

- (1) Independent shape.

Printed	ع
Written	ع

Begin at the top right.

- (2) Joined to preceding letter only.

Printed	ع
Written	ع

Move from the preceding letter leftward, then up and around to the right, then down and leftward again, crossing the original line, and finally rightward for the bottom loop. The small top loop should be somewhat flat on top; the large bottom loop extends below the line.

- (3) Joined to following letter only.

Printed	ع
Written	ع

Begin as for (1), but omit the bottom loop and move directly to the following letter.

- (4) Joined on both sides.

Printed	ع
Written	ع

The loop should be flat on top, as in (2).

Drill 6. In writing supplement.

2. The sign madda

In most positions in a word, the sequence ʔaa is represented by the sign (called madda) written over an alif. Examples:

آثَارُ	<u>ʔaaθaarun</u>
الْقُرْآنُ	<u>ʔalqurʔaanu</u>
تَأْمَنَ	<u>taʔaamana</u>

Drill 7. Read:

آلِفٌ ، آثَارُ ، قَرَأَ ، تَأْمَنَ ، الْقُرْآنُ

However, after u, i, or ii, this sequence is written in accordance with the usual rules for hamza given in 6.3:

سُؤَالٌ	<u>suʔaalun</u>
رِئَاسَتُهُ	<u>riʔaasatuhu</u>
بَرِيئَانٌ	<u>bariiʔaani</u>

Drill 8. In writing supplement,

3. Dagger ʔalif

In a few very common words, the long vowel aa is represented not with the letter ʔalif after the consonant but with the sign ' written over the consonant. This sign is a short vertical stroke with the appearance of a small ʔalif, and is called "dagger ʔalif". Examples:

هذا	<u>haaʔaa</u>	'this'
-----	---------------	--------

ذَلِكَ	<u>ḏaalika</u>	'that'
اللَّهُ	<u>ʔallaahu</u>	'God'
لِلَّهِ	<u>lillaahi</u>	'for God'

This dagger ʔalif is omitted in unvowelled text:

ذَلِكَ	<u>ḏaalika</u>
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Drill 9. In writing supplement.

4. The taaʔ marbuuta ة

a. Pronunciation and general remarks

The letter ة (in Arabic called تاء مربوطة taaʔ marbuuta 'tied t') serves a double function. Phonologically, it represents the sound t (exactly the same sound as the one represented by ت ; see 2.2). Examples:

مَلِكَةٌ	<u>malikatun</u>	'queen'
طَالِبَةٌ	<u>taalibatun</u>	'female student'
فَتَاةٌ	<u>fataatun</u>	'girl'

Grammatically, it indicates feminine gender in the noun or adjective in which it appears, as illustrated by the three examples above.

Three are four additional points to be noted about the taaʔ marbuuta:

- (1) It occurs only as the last consonant of a word. If a suffix involving additional letters is added to such a word, the ة is changed to ت . Contrast:

مَلِكَةٌ	<u>malikatun</u>	'queen'
مَلِكَتُهُمْ	<u>malikatuḥum</u>	'their queen'

- (2) It is always preceded by either the short vowel 'a or, in a much smaller number of words, by the long vowel 'aa, as illustrated earlier.
 (3) The ʔalif which is normally written with the accusative nunation (see 4.5) is not written after ة :

مَلِكَةٌ	<u>malikatan</u>
----------	------------------

- (4) The pausal form of ة in all cases (-atun, -atin, -atan) is a:

	<u>Full Form</u>	<u>Pause Form</u>
مَلِكَةٌ	<u>malikatun</u>	} <u>malika</u>
مَلِكَةٌ	<u>malikatin</u>	
مَلِكَةٌ	<u>malikatan</u>	

Note the change in stress between the full form of مَلِكَةٌ malíkatun and its pause form málika.

Drill 10. Read the following words first in the full form and then in the pause form:

مِلْكَةٌ ، مَدْرَسَةٌ ، مَكْتَبَةٌ ، مَدْرَسَةٌ ، طَالِبَةٌ ، كَلِيَّةٌ ، مُدِيرَةٌ ، جُمْلَةٌ ، كَلِمَةٌ ، فَتَاةٌ

b. Reading

The letter

ة

represents the sound t. It occurs only as the final letter in a word, and has the following shapes, which are identical, except for the two dots, to the corresponding shapes of ه h (see 6.1):

Position	Shape	Examples
a. Independent	ة	مُدَّةٌ <u>muddatun</u>
b. Joined to preceding letter only	ة	جُمْلَةٌ <u>jumlaturun</u>

Drill 11. Read in full form:

Ending in ة

جُمْلَةٌ
طَالِبَةٌ
مُعَلِّمَةٌ
أَنْسَةٌ
مَكْتَبَةٌ
جَامِعَةٌ
زَائِرَةٌ

Examples ending in ة

مُدَّةٌ
مَدِيرَةٌ
سِكْرَتِيرَةٌ
سَيِّدَةٌ
قَرِيْبَةٌ
مَشْهُورَةٌ
فَتَاةٌ

Words ending in ة have pausal forms (see 5.6) in which the t sound and any following sounds are dropped, for example:

Full form	Pausal form
مُدَّةٌ <u>muddatun</u>	<u>mudda</u>
مُدَّةٌ <u>muddatin</u>	
مُدَّةٌ <u>muddatan</u>	

In formal or precise speech an h sound is added in the pausal form: muddah.

Drill 12. Read each of the following items first in full form and then in pause form:

طَبِيبَةٌ ، مَدَّةٌ ، أَسْتَاذَةٌ ، صَعْبَةٌ ، سَيَّارَةٌ ، شَرِكَةٌ ، سَاعَةٌ ، مُرَاسِلَةٌ ، شَهَادَةٌ ، صَدِيقَةٌ ، طَائِرَةٌ ، مُحَادَّةٌ ، تَرْبِيَةٌ

Words ending in ة have pausal forms in which the t sound is replaced by h:

	<u>Full form</u>	<u>Pausal form</u>
فَـتَاةٌ	fataatun	fataah
فَـتَاةٍ	fataatin	
فَـتَاةً	fataatan	

Drill 13. Read each of the following items first in full form and then in pausal form:

فَـتَاةٌ ، رُمَاةٌ ، جُبَاةٌ ، عَرَاةٌ ، حَمَاةٌ ، وُلَاةٌ ، غَزَاةٌ ، نَوَاةٌ ، بُنَاةٌ ، حَيَاةٌ

c. Writing

Printed	ة
Written	َـ

The written forms of َـ are the same as the corresponding forms of هـ, with the addition of the two dots (written as a short horizontal stroke).

Drill 14. In writing supplement.

Drill 15. On tape. Dictation.

Lesson Eight

الدرس الثامن

Consonants

1. غ (no English equivalent)

2. Wasla: و

3. Numbers 1 - 10

1. غ

a. Pronunciation

غ is a voiced velar fricative. It is like خ with the addition of voicing. If you can produce خ and then simply add the feature of voicing, you will produce غ. Another approach is to say "ah-gah", "ahg-gah", prolonging the g, then withdrawing the back of the tongue slightly from the velum, creating the desired friction. Probably the simplest way to achieve غ is to gargle without water; indeed, the Arabic for "to gargle" is غَرَّغَرَا.

Drill 1. On tape. Repetition. Contrast غ / خ

<u>غ</u>	<u>خ</u>
غَال	خَال
غِلَاف	خِلَاف
غَيْرُ	خَيْرُ
رَغْوُ	رَخْوُ
غَرَّغَرَا	خَرَّخَرَا
تَخِيرُ	تَخِيرُ
شَخَر	شَخَر
تَفْرِخ	تَفْرِخ
سَاغ	سَاخ

b. Reading

The letter that represents the consonant غ is

غ

Its Arabic name is غَيْن ayn, and it has the following shapes:

Position	Shape	Examples
a. Independent	<u>غ</u>	فَارِغُ <u>faariyun</u>

b. Joined to preceding letter only	خ	صَارِخٌ <u>saaʔixun</u>
c. Joined to following letter only	غ	غَالٍ <u>ʔaalin</u> الْأَغَانِي <u>ʔalʔaʔaani</u>
d. Joined on both sides	خ	بَخْدَادٍ <u>baɣdaad</u>

غ is exactly like ع in all its shapes, except that it has one dot above.

Drill 2. Read:

غَالٍ ، لُغَةٌ ، بَخْدَادٍ ، فَارِغٌ ، صَارِخٌ ، الْمَغْنَى ، غِنَاءٌ ، غَدَاً ،
الْمَغْنَى ، غَالِبٌ ، غَدَاءٌ ، تَغْيِيرٌ ، عَرَبٌ ، بَلْغٌ ، غَالِبٌ ، غَيْرٌ

c. Writing

Printed
Written

غ

غ is written like ع in all shapes, with the addition of a dot above.

Drill 3. In writing supplement.

2. ~ التَّوَصُّلَةُ

The word اِسْمٌ meaning 'name' is unusual in that it is pronounced اِسْمٌ only when it is the first word after pause. If it follows any other word or prefix the initial glottal stop and vowel (اِ) are elided (not pronounced). For example:

اِسْمٌ 'a name' (ʔismun)
هَذَا اِسْمٌ 'This is a name.' (haaʔaasmun)

Note that while the pronunciation changes, the letter spelling does not: اِسْمٌ retains its alif in both cases. However, there is a sign indicating elision of initial glottal stop and its vowel that is used when texts are fully voweled: ~ as in

اِسْمٌ ʔismun
هَذَا اِسْمٌ haaʔaasmun

The Arabic name for ~ is وَصْلَةٌ waṣla, which means "connecting, joining"; that is, the two words are joined together in pronunciation as if one.

Two other common nouns that begin with elidable hamza are اِبْنٌ 'son' and اِثْنَانِ 'two', for example

هَذَا اِبْنُهُ 'This is his son.' haaʔaabnuhu

Also, elidable hamza is found in (a) all imperative verbs that begin with اِ or اُ , (b) all perfect tense verbs that begin with اِ , and (c) verbal nouns of Forms VII-X. Illustrations:

a. اُكْتُبْ ʔuktub 'Write!'
وَ اُكْتُبْ waktub 'And write!'

	إِسْتَمِعْ	<u>ʔistāmiʕ</u>	'Listen!'
	قَالَ اسْتَمِعْ	<u>qaalastāmiʕ</u>	"He said, 'Listen!'"
b.	اسْتَمَرَ وَاسْتَمَرَ	<u>ʔistamarra wastamarra</u>	'He continued and continued'.
c.	وَأُنتِخِبَ بَعْدَ أُنتِخَابٍ	<u>ʔintixaabun baʕdantixaabin</u>	'Election after election'

Finally, waṣla is with the definite article, for example,

الْمَكْتَبُ	<u>ʔalmaktabu</u>	'The office'
فِي الْمَكْتَبِ	<u>filmaktabi</u>	'in the office'

See Grammar Section C, Note 1, of this lesson for the definite article.

If waṣla follows a consonant, a helping vowel, generally, i, is added to that consonant. Thus اسْتَقْبَلَتْ 'she received' and الْمُدِير 'the director' go together to form the sentence

إِسْتَقْبَلَتْ الْمُدِيرَ	'She received the director.' (ʔistaqbálatilmudiira)
---------------------------	---

Other examples are:

عَنِ الْمُدِيرِ	'concerning the director' (عَنْ 'concerning')
فِي أَيِّ مَكْتَبِ الْمُدِيرِ ؟	<u>fii ʔayyi maktabinilmudiir</u> ? 'What office is the director in?'

Note: In this book the following convention will be used to denote an elidable glottal stop: the word is written without initial hamza but with a vowel sign. Thus,

إِسْمُهُ	'his name'
----------	------------

is pronounced ʔismuhu after pause but -smuhu after another word, as in

مَا اسْمُهُ ؟	'What is his name?' <u>maasmuhu?</u>
---------------	--------------------------------------

This convention will be used in the vocabulary sections of these lessons and in the Glossary of the book; elidable hamza will be referred to as "waṣla". Further examples:

ابْنُ	'son' <u>ʔibnun</u>
الابْنِ	'the son' <u>ʔalibnu</u>

3. Numbers 1 - 10

Following are the numerals in Arabic from one to ten:

	<u>Printed</u>	<u>Written</u>
1	١	١
2	٢	٢
3	٣	٣
4	٤	٤

	<u>Printed</u>	<u>Written</u>
5	٥	٥
6	٦	٦
7	٧	٧
8	٨	٨
9	٩	٩
10	١٠	١٠

The Arabic for 'zero' is صفر^٠ .

Lesson Nine

1. Consonant ض d (no English equivalent)

2. Calif maqsuura ع aa

3. Numbers 11 - 19

1. ض d

a. Pronunciation

The Arabic sound ض d has no English equivalent. It is a velarized voiced alveolar stop, and is pronounced like ط t (see 4.4) with the addition of voicing. From another viewpoint, it is like د d, with the addition of velarization. Remember, when making this or any velarized sound, to keep your tongue tense, with the back part raised high in the mouth. In the drills that follow, note also the effect which ض d, like other velarized consonants, has on the quality of adjacent vowels.

Drill 1. On tape. Repetition. Contrast between د d / ض d. Listen and repeat.

(Final)	(Medial)	(Initial)
باد باد	بدعة بدعة	دام دام
عاد عاد	يدوم يذوم	دال دال
بيد بيد	يدير يدير	دام دام
عود عود	أردت أردت	دار دار
فاد فاد	رداء رداء	درب درب

Drill 2. On tape. Repetition. Contrast between ط t and ض d

غل غل	خطر خطر	طل طل
فغل فغل	توطأ توطأ	طمر طمر
خغل خغل	نطح نطح	طم طم
رغل رغل	خطيب خطيب	طائر طائر
خاط خاط	أخطر أخطر	طاء طاء

Drill 3. On tape. Imitation. Further examples of ض d. Listen and repeat.

حضر ، ضحك ، موضوع ، قاض ، ضخم ، باض ، وضع ، أرض ،
 حضر ، أيضاً ، ضاعف ، فاض ، واضح ، ضاع ، عض ، فضل ،
 ضل ، إنضم ، فضة ، ضم

b. Reading

The letter which represents the sound d is

ض

The Arabic name of this letter is ضَاد daad. Its shapes are exactly like those of s ص, with the addition of the dot:

Position	Shape	Examples
a. Independent	ض	مَرَضٌ <u>maradun</u>
b. Joined to preceding letter only	ض	مَرِيضٌ <u>mariidun</u>
c. Joined to following letter only	ض	ضَمَّةٌ <u>dammātun</u> رَضِيْتُ <u>radiitu</u>
d. Joined on both sides	ض	بَيضَاتٌ <u>baydaatun</u>

Drill 4. Each of the columns a to d below illustrates one of the form shapes listed above. Column e includes them all. Read:

e	d	c	b	a
مَمْرَضَاتٌ	بَيضَاتٌ	ضَمَّةٌ	فَرِيضٌ	فَرَضٌ
أَبْيَضٌ	حَضَارَةٌ	رَضِيْتُ	بَيْضٌ	مَاضٍ
مَوَاضِيْعٌ	مَضَى	حَاضِرٌ	قَبْضٌ	مَوْضُوعٌ
قَاضٍ	فَيْضَانٌ	ضَاد	مَرِيضٌ	فَاضٌ

c. Writing

Printed	ض
Written	ض

The written forms of d ض are the same in all positions as for s ص, with the addition of the dot.

Variant shape. The independent shape and the shape joined to preceding letter only may alternatively be written with a short downward slanting stroke at the end instead of the dot. For example:

مَرَضٌ	<u>maradun</u>
مَرِيضٌ	<u>mariidun</u>

Drill 5. In writing supplement

2. The 'alif maqsuura ي

a. Pronunciation and general remarks

In a considerable number of Arabic words, a final long vowel aa is represented not by the usual 'alif but by a special letter ي called 'alif maqsuura 'shortened alif'. For example:

بَری	<u>baraa</u>
بَنی	<u>banaa</u>

Two points may be particularly noted about ی :

- (1) The long aa sound represented by ی is exactly the same sound as that represented by the regular 'alif; thus no new pronunciation feature is involved.
- (2) The ی occurs only as the last letter of a word; if a suffix is added to such a word, the ی is changed to ا. Contrast:

بَنی	<u>banaa</u>	'he built'
بَناه	<u>banaahu</u>	'he built it'

b. Reading

The letter

ی

represents the long vowel aa. It occurs only finally. Its shapes are identical to the corresponding shapes ی except that they have no dots:

Position	Shape	Examples
a. Independent	ی	نادی <u>naadaa</u>
b. Joined to preceding letter only	ی	رَمی <u>ramaa</u>

Drill 6. Read:

مَی ، رَی ، عَی ، مَقْهَی ، اِشْتَرِی ، قَضِی ، رَوِی ، مَوْسِی ،
لَیْلِی ، قُرِی ، سَعِی ، نَدِی ، رَمِی ، اِنْبَرِی ، اِسْتَوِی

c. Writing

The written shapes of ی are exactly like the corresponding shapes of ی (see 2.4), without the dots.

Drill 7. In writing supplement

Drill 8. On tape. Dictation.

3. Numbers 11 - 19

Following are the numerals from 11 through 19:

	<u>Printed</u>	<u>Written</u>
11	۱۱	۱۱
12	۱۲	۱۳
13	۱۳	۱۴

	<u>Printed</u>	<u>Written</u>
14	14	14
15	10	10
16	17	17
17	17	17
18	18	18
19	19	19

Lesson Ten

1. Consonants ظ (no English equivalent)

2. The Alphabet

3. Numbers 20 - 1,000,000

1. ظ

a. Pronunciation

ظ is a velarized voiced interdental fricative; it is like ذ with the addition of velarization (the tensing up of the base of the tongue; see Lesson 3.4). It consequently goes with the back varieties of the vowels. In the following drill, note the difference in quality between ظ and ذ as well as the different effect they have on adjacent vowels.

Drill 1. On tape. Repetition. Contrast ذ / ظ

ظ	ذ
ظَالٌ	ذَالٌ
ظَرْفٌ	ذَرْفٌ
ظَمِيمٌ	ذَمِيمٌ
نَظَرٌ	نَذَرٌ
نَاظِرٌ	نَاذِرٌ
مَظَلَّةٌ	مَذَلَّةٌ
بَظَرٌ	بَذَرٌ
بَظٌّ	بَذٌّ
فَظٌّ	فَذٌّ
أَفْظَاظٌ	أَفْذَاذٌ

b. Reading

The letter that represents the consonant ظ is

ظ

Its Arabic name is ظاء, and it has the following shapes

Position	Shape	Examples
a. Independent	ظ	أَفْظَاظٌ ?af ʔaa ʔun

b. Joined to preceding letter only	ظ	مُحَافِظٌ <u>muhaafizun</u>
c. Joined to following letter only	ظ	ظَائِدٌ <u>ẓaaidun</u> مُوظَّفٌ <u>muwaẓẓafun</u>
d. Joined on both sides	ظ	نِظَامٌ <u>niẓaamun</u>

Its shapes are identical with those of ط with the addition of a dot.

Drill 2. Read:

مُعْظَمٌ ، نَاطِرٌ ، نَظَرٌ ، فَظٌ ، عَظَاظٌ ، مَظْهَرٌ ، ظَهَرٌ ، أَفْظَاظٌ ، مَحْظُوظٌ ،
حَظٌّ ، مُحَافَظَةٌ ، نَاطِرٌ ، ظَلٌّ ، نِظَامٌ ، مُنْظَمَةٌ .

c. Writing

Printed	ظ
Written	ظ

Like ط with a dot.

Drill 3. In writing supplement,

Drill 4. On tape. Dictation

2. The Alphabet

The order of letters in the Arabic alphabet (حُرُوفُ الْكُتُبِ) is as follows:

ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن ه و ي

Note that أَلِفٌ مَقْصُورَةٌ (ى) , هَمْزَةٌ (ء) and تَاءٌ مَرْبُوطَةٌ (ة) are not included as letters of the alphabet.

When the alphabet is used in outlines, the following order is used, usually recited as words, as follows:

أَبْجَدٌ هَوَزٌ حُطَيٌّ كَلَمَنْ سَعَفَصٌ قُرِشَتْ شَخَذٌ صَضَخٌ

The handwritten form of the first three letters, when used in enumerating items, is ا (= a.), ب (= b.) and ج (= c.).

3. Numbers 20 - 1,000,000

Following are the numerals over 19:

	Printed	Written
20	عِشْرُونَ	٢٠
25	خَمْسَةٌ وَعِشْرُونَ	٢٥
30	ثَلَاثُونَ	٣٠
40	أَرْبَعُونَ	٤٠
50	خَمْسُونَ	٥٠

		<u>Printed</u>	<u>Written</u>
60	سِتُّونَ	٦٠	٦٠
70	سَبْعُونَ	٧٠	٧٠
80	ثَمَانُونَ	٨٠	٨٠
90	تِسْعُونَ	٩٠	٩٠
100	مِئَةٌ (also مِائَةٌ)	١٠٠	١٠٠
			١,٠٠٠
1,000	أَلْفٌ	١,٠٠٠	١,٠٠٠
1,000,000	مِليونٌ	١,٠٠٠,٠٠٠	١,٠٠٠,٠٠٠

WRITING DRILLS

Drill 12

ب ب ب ب ب ب ب ب

ب ب ب ب ب ب ب ب

دَب دَاب تَوَب ذَوَاب وَدَاب

ب ب ب ب ب ب ب ب

ب ب ب ب ب ب ب ب

بَاب بَوَب بَاد بَدَا بَبَب

ب ب ب ب ب ب ب ب

ب ب ب ب ب ب ب ب

بَبَا بَبَاد بَبَاو بَبَاب بَبَاوَد

ب ب ب ب ب ب ب ب

ب ب ب ب ب ب ب ب

ب ب ب ب ب ب ب ب

بَبْ كَبَبْ قَبَبْ دَبَبْ بَابَبْ

.

Drill 14

ن ن ن ن ن ن ن ن

ن ن ن ن ن ن ن ن

دَان بَان بَوَيْن بَكْن بَابَان

.

س س س س س س س س

بَن كَبَن قَوَيْن بَكْن دَابَن

.

ز ز ز ز ز ز ز ز

نَاب نَوَا نَدَا وَانَد دَانَبْ

.

م م م م م م م م

بُنا بُنُو بُنان بُنْد وَبُنان

.....

Lesson 2

Drill 4

ز ز ز ز ز ز ز

ذاب ذاب ذان ذان ذار ذاب ذوب

.....

Drill 6

ت ت ت ت ت ت ت

ذات بات نبات كوت ذوات

.....

ت ت ت ت ت ت ت

رنت رنت زانت بانث بنت

.....

ر ر ر ر ر ر ر

تَابَتْ بَاتَتْ بَيْنَ تَدَاوَتْ ثَوَّاتْ

.

تَدَاوَتْ ر ر ر ر ر

بَنَاتِ نَشْنِ بَنَاتِ بَتَوَيْنِ ثَبَّتَانِ

Drill 8

ف ف ف ف ف و ف .

نَدَفْ دَافْ وَدَفْ ثَوَّافْ دَتَافْ

ف ف ف ف ف ر ر ف .

وَنَفْ رَنَفْ بَنَفْ وَنَفْ ثَنَفْ

.

ف ف ف ف ف ه ه ف .

فَاتِ فَنِ فَتْنِ رَفْنِ وَفَادِ

.

ف ف ف ف ف ر ر ف .

نَفَارَ نَفَتَ بَفَتَ قَفَاتَ تَفْتَفَ

Drill 10

ي ي ي ي ي ي ي ي

ي ي ي ي ي ي ي ي

نَايَ دَيَ بَدَيَ قَدَيَ ذَوَايَ

.

ي ي ي ي ي ي ي ي

فَيَ دَثَيَ قَثَيَ بَثَيَ ثَوَايَ

.

ي ي ي ي ي ي ي ي

يَذَرُ يَدَايَ يَفْتَتُ يَنْدُ ذَيْنَ

.

ي ي ي ي ي ي ي ي

بَيَانٌ فَيَدُ بَيَادُ نَيْفٌ فَتَيَاتُ

Drill 12

م م م م م م م م

دَامَ نَامَ نَزَمَ يُؤَمِّمُ دَوَامَ

م م م م م م م م

فَمَ وَنَمَ نَزَمَ دَائِمَ نَاقِمَ

م م م م م م م م

مَاتَ قَنَ مَاذَا دَوَامَ صَدَامَ

ك ك ك ك ك ك ك ك

يَحْنُ نَحَّتْ صَحَاتِ نَمَامِ نَحْنَمِ

.

Drill 16

و و و و و و و و

دَبْ دُبَابِ مُنْدُ دُحْمِ بُنْيَانِ

.

Drill 20

س س س س س س س س

نَحْمَ قَوْدَ قَنَانِ بَنَوَابِ نَيْمِ

.

Lesson 3

Drill 3

ث ث ث ث ث ث ث ث

دَاتِ دَوَاتِ دَوَاتِ دَوَاتِ دَوَاتِ

.

ث ث ث ث ث ث ث ث

بُتَّتْ دَفَّتْ مَبَّتْ نَبَّتْ فَتَّتْ

اَبَّيَّ ر ر ر ر ر ر ر

ثَاب ثَوَّب ثَبَّتْ ثَمَّنْ وَثَّنْ

ش ش ش ش ش ش ش

بَشَّاتْ بَشَّوَيْتْ بَشَّوَيْتْ فُتَّابْ تَشَاوَبْ

Drill 7

ر ر ر ر ر ر ر

رَزَّ قَرَّ ذَرَّبْ نَوَّرْ دَارْ

ر ر ر ر ر ر ر

فَرَّدْ فَرَّنْ بَرَّزْ حَمَزْ يَبْرُزْ

Drill 10

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

س س س س س س س

Drill 17

ص ص ص ص ص ص

رَضَ بَرَضَ فَرَضَ باضَ بوض

يَضَ يَضَ يَضَ يَضَ يَضَ

نَضَ مَضَ تَرَضَ تَضَضَ يَنْضَ

ضَضَ ضَضَ ضَضَ ضَضَ ضَضَ

صافَ ضَبَرَ ضَوَّيْتُ ضَفَّ ضَدَّرَ

ضَضَ ضَضَ ضَضَ ضَضَ ضَضَ

نَضَبَ قَضَمَ قَضَّرَ قَضَّرَ قَضَّرَ

Drill 23

ضَضَ ضَضَ ضَضَ ضَضَ ضَضَ

میسر نصف ثابت راجب مکتب

Lesson 4

Drill 2

ز ز ز ز ز ز

زیر فاز وزیر وزن فوزی

ز ز ز ز ز ز

زور زار زمر زید قرآن

Drill 4

ش ش ش ش ش ش

شاش شوش شوش شوش قرآن

ش ش ش ش ش ش

ریش زعفران ناپیش زعفران کبش

مشای و شریب و شریف نامش و مشایب

42

نَسَرَ يَنْسِرُ نَسِيرَ نَسْرَ نَسْرَ

فَرِيد زُشْد فَرَامِش مَرُوس نَبَش

Drill 8

دال نال نرسول ذوال جنوال

ظ ظ ظ ظ ظ ظ ظ ظ

ظ ظ ظ ظ ظ ظ ظ ظ

ز ز ز ز ز ز ز ز

ز ز ز ز ز ز ز ز

س س س س س س س س

س س س س س س س س

Drill 12

ط ط ط ط ط ط ط ط

ط ط ط ط ط ط ط ط

.....

ل ل ل ل ل ل ل

لله لله لله لله لله

.....

ك ك ك ك ك ك ك

كندا كساكن كتاب كركي كرم

.....

م م م م م م م

مغن مئشب مشر مركات مغان

Drill 6

ق ق ق ق ق ق ق

مشرق سوق بوق بريق فندوق

.....

ق ق ق ق ق ق ق

سَبَقَ صَدِيقَ فَرِيقَ وَافَقَ رَفِيقَ

قَ قَ قَ قَ قَ قَ قَ قَ

قَافَ قَصَرَ قَادَتَ قَامَ رَقِيقَ

قَ قَ قَ قَ قَ قَ قَ قَ

يَقْوَدُ تَقَلَّمَ تَقْرِيرَ بَقَرَ يُقَارِنُ

قَ قَ قَ قَ قَ قَ قَ قَ

صَدَدَ فَرَوَ طَارِي طَارِي صَدِيدَ

Drill 8

جَ جَ جَ جَ جَ جَ جَ جَ

جَ جَ جَ جَ جَ جَ جَ جَ

تاج فَرَج ثُلُوج بُزْج صَاج

.

ج ج ج ج ج ج ج

قَالَج فَالَج نَالَج بَالَج نَشَج

.

ج ج ج ج ج ج ج

جَدِيد جَوَاب وَجَدَ رَجُلٌ جَوْرَج

.

ج ج ج ج ج ج ج

تَجِيْب تَجْدِيْد تَجَاتِي فِتْجَان مَجْنُون

.

Drill 11

خ خ خ خ خ خ خ

مَخَاف مَخْرَج مَخَاف مَخْرَج مَخْرَج

.....

خ خ خ خ خ خ

تاریخ وسیع کھنچ راسخ مسبلخ

.....

خ خ خ خ خ خ

خال خراج خدام خاص دخل

.....

خ خ خ خ خ خ

تخت تخیر تخیل مسفل تخریج

.....

Drill 14

ی ی ی ی ی ی

بای دای مای مشای جای

.....

أب أخ أخت أستاذ إنا

.

Lesson 6

Drill 3

و

فام شاه واليه أستاذ مدير

.

ا

ا

فيه كتابه قدرته ضمه قلته

.

ه

ه

هنا هو هاهم فاهم فاهم

.....

شَہَر

.....

سَہِل شَہَر نَہَر قَہُور شَہَادَتَہ

.....

صَدِیق

مِنہ صَدِیقُ اَحْمَد مَلِکَتہ مِکَرِیَرَتہ

.....

Drill 7

فَاح ضَبَاح فَلَاح قَتَح مَسَاح

.....

فَتَح صَالِح مَالِح بَالِح صَالِح

.....

حَال حَدِیث حَمْد حَضَر حَزَب

مُتَّخَفٌ مَحَلٌّ مَحْمُودٌ مَحَامِيٌّ مُتَمَيِّعٌ

Drill 10

مَسْوِيٌّ بَدَأَ مَاءٌ بُرْنِيٌّ ضَمِيرٌ

بَطْنِيٌّ نَجِيٌّ مَشِيٌّ قَنِيٌّ هَادِيٌّ

مُروِّدَاتُ إِحصَاءَاتٍ بُوْبُوٌّ لُوْلُوٌّ نُبوَذٌ

زُرِّيْسٌ مَسْئِلٌ مَسْأَلٌ بَشْرٌ قَائِدٌ

قُوَادٌ مَسُوْدٌ مَسَاوِلٌ بُوْسٌ لُوْلُوٌّ

مَآلَ رَأْسِ قَارَ رَأَتْ رَأَيْتُ

Lesson 7

Drill 7

٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١

١ ٢ ٣ ٤ ٥ ٦ ٧

باع نوع رِفَاع مُضَارِعِ اجْتِمَاع

• • c • • c ~ ~ c

فَعِ مَسْمُوعِ جَمْعِ يَسْمَعُ سَامِعِ

• • c c c c c c

عَرَفَ عَالَمَ سَاعَاتِ عِلْمٍ مُؤَعِدٍ

Handwriting practice lines for the word "تَعْلِيمٌ" (Ta'limun).

تَعْلِيمٌ

تَعْلِيمٌ تَعْلِيمٌ تَعْلِيمٌ تَعْلِيمٌ تَعْلِيمٌ

تَعْلِيمٌ تَعْلِيمٌ تَعْلِيمٌ تَعْلِيمٌ تَعْلِيمٌ

Drill 8

Handwriting practice lines for the word "آدَابٌ" (Adabun).

آدَابٌ

آدَابٌ آدَابٌ آدَابٌ آدَابٌ آدَابٌ

آدَابٌ آدَابٌ آدَابٌ آدَابٌ آدَابٌ

Drill 9

Handwriting practice lines for the word "هَذَا" (Hadh).

هَذَا

هَذَا هَذَا هَذَا هَذَا هَذَا

هَذَا هَذَا هَذَا هَذَا هَذَا

Drill 14

Handwriting practice lines for the word "مَنْزِلَةٌ" (Manzilatun).

مَنْزِلَةٌ

مَنْزِلَةٌ مَنْزِلَةٌ مَنْزِلَةٌ مَنْزِلَةٌ مَنْزِلَةٌ

مَنْزِلَةٌ مَنْزِلَةٌ مَنْزِلَةٌ مَنْزِلَةٌ مَنْزِلَةٌ

.....

لَيْلَةٌ سَلَامَةٌ سَاعَةٌ مَدِينَةٌ قِصَّةٌ

.....

Lesson 8

Drill 3

فَالِغٌ يَمِغٌ فَرِغٌ مَالِغٌ بَالِغٌ

.....

نَلِغٌ نَبِغٌ بَالِغٌ صَالِغٌ تَفْرِغٌ

.....

غَيْرٌ غَدَاءٌ غَرِبٌ غَالِيٌ غَزَلٌ

.....

لَغَةٌ بَغْدَادٌ تَغْيِيرٌ مُخَلَّفٌ مُخْلَوِبٌ

.....

Drill 5

مَرَضَ قَاضٍ فَاضَ رِيَّاضَ عَزَضَ

مَرِيضَ قَبِضَ رَابِضَ حَامِضَ أَبْيَضَ

ضَحِكَ وَضَعَ ضَمَّةٌ مَوْضِعٌ مُحَاضِرَةٌ

حَفَرَ أَيْضًا مُعْرِضَةٌ انْضَمَّتْ حَضَارَةٌ

رِيَّاضَ فَاغَرَ مَرِيضَ أَبْيَضَ حَامِضَ

Drill 7

نَرَى إِشْتَرَى نَادَى نَرَى قَرَى

عَلَى مَتَى مَقَرَى بَنَى مَسَى

.

Lesson 10

Drill 3

عُكَاظ ظَنَفِ ظَهْرُ ظَلَّ ظَاهِر

.

.

قُظَ حَفَّ مُعْظِمُ نِظَامٍ مُنَظَّمَةٌ

.

.

Phrases and Sentences

من السَّوِيَّانِ ، هو طالب ، في المكتب

.

.

مع السلامة ، صباح الخير ، كتاب الأستاذ

الجامعة الأمريكية ، الموظف اللبناني ، هذه مديرة

سليم من الأردن ، بغداد في العراق ، المكتبة قريبة جدًا

المدرسة الجديدة مصرية ، مريم موجودة في الصف

Copy the following Arabic expressions:

الْعِلْمُ نُورٌ .	Knowledge is light.
الْعِلْمُ	(the) knowledge
نُورٌ	light
الصَّبْرُ مِفْتَاحُ الْفَرَجِ .	Patience is the key to a happy ending.
الصَّبْرُ	(the) patience
مِفْتَاحُ	key
الْفَرَجِ	freedom from grief or sorrow
رَأْسُ الْحِكْمَةِ مَخَافَةُ اللَّهِ .	The beginning of wisdom is the fear of God.
رَأْسُ	head
الْحِكْمَةِ	(the) wisdom
مَخَافَةُ	fear
اللَّهِ	God
طَوْبَى لِصَانِعِي السَّلَامِ .	Blessed are the peace makers.
طَوْبَى	blessedness
لِصَانِعِي	to the makers of
السَّلَامِ	(the) peace

SECTION 2. ARABIC GRAMMAR AND VOCABULARY

أ - النص الأساسي

A. Basic Text

أنا وانت

You and I

- ١ . - أنا سليم . من انت ؟ I'm Salim. Who are you?
 ٢ . - أنا سمير . I'm Samir.
 ٣ . - ومن أنت ؟ And who are you?
 ٤ . - أنا مريم . I'm Maryam.
 ٥ . - من هذا يا مريم ؟ Who's this, Maryam?
 ٦ . - هذا سامي . This is Sami.
 ٧ . - ومن هذه يا سامي ؟ And who is this, Sami?
 ٨ . - هذه ودار . This is Widad.
 ٩ . - هل انت فريد ؟ Are you Farid?
 ١٠ . - نعم . أنا فريد . Yes, I'm Farid.
 ١١ . - هل انت ودار ؟ Are you Widad?
 ١٢ . - لا . أنا مريم . No, I'm Maryam.

B. Vocabulary

ب - المَفْرَدَاتُ

دَرْسٌ	lesson
أَوَّلُ	the first
نَصٌّ	text
أَسَاسِيٌّ	basic
أَنَا	I
وَ	and

أَنْتَ	(m.s.) you
سَلِيم	Salim (m. name)
مَنْ	who?
سَمِير	Samir (m. name)
أَنْتِ	(f.s.) you
مَرْيَم	Maryam, Miriam, Mary (f. name)
هَذَا	(m.s.) this, that
يَا	(vocative particle: see C.4 below)
سَامِي	Sami (m. name)
هَذِهِ	(f.s.) this, that
وَدَاد	Widad (f. name)
هَلْ	(interrogative particle)
فَرِيد	Farid (m. name)
نَعَمْ	yes
لَا	no

C. Grammar and drills

ج - الْقَوَاعِدُ وَالتَّمَارِينُ

1. Equational sentences
2. Gender in pronouns
3. Interrogatives
4. Vocative: يَا
5. Word order: Pronouns

1. Equational sentences

Arabic sentences are of two types, those with verbs, called verbal sentences, and those not containing verbs, called equational sentences.

Verbal sentences will be introduced in Lesson 6.

The equational sentence consists of two parts, a subject and a predicate. As in English, the subject may be any kind of noun or pronoun, while the predicate may be either of these, as well as adjectives, adverbs, or prepositional phrases. The following diagram illustrates the structure of the equational sentence (read from right to left):

Predicate	Subject
سَلِيم	أَنَا
مَرْيَمَ	أَنْتَ
فَرِيدَ	هَذَا

'I am Salim.'

'You are Maryam.'

'This is Farid.'

Arabic equational sentences generally correspond to English sentences in which the verb is "am", "is" or "are"--that is, a present-tense form of "to be". As in English, the Arabic predicate may identify the subject, as in "I am Salim", or describe it, as in "Salim is from Syria" or "Salim is Syrian."

2. Gender in pronouns

The English pronouns "he" and "she" show a difference in gender: "he" is masculine, while "she" is feminine. Arabic has not only this distinction between "he" and "she", it also has pronouns for "you" which show a difference in gender: أَنْتَ 'you' is masculine singular, used only in speaking to a male person, while the feminine أَنْتِ 'you' is used only in speaking to a female:

هَلْ أَنْتَ سَلِيمٌ ؟	'Are you Salim?'
هَلْ أَنْتِ مَرْيَمٌ ؟	'Are you Maryam?'

At the end of a sentence, or elsewhere when a pause follows, the pause form

of the masculine pronoun is أَنْتَ ?ant. The feminine form, however, is أَنْتِ ?anti in all positions. Examples:

مَنْ أَنْتَ ؟ 'Who are you?' (to a male) = ?ant
مَنْ أَنْتِ ؟ 'Who are you?' (to a female) = ?anti

The Arabic demonstrative pronoun likewise shows a distinction in gender: هَذَا is masculine singular and هَذِهِ is feminine singular. The proper choice must be made, depending on whether the pronoun refers to a male or a female, as in

هَذَا سَلِيمٌ وَهَذَا فَرِيدٌ وَهَذِهِ وِدَادٌ 'This is Salim, this is Farid, and this is Widad.'

هَذَا and هَذِهِ refer not only to things near the speaker but to things near the person addressed as well; they may accordingly be translated by "that" as well as by "this".

Arabic has only two genders, while English has three--masculine ("he"), feminine ("she"), and neuter ("it"). When it is a matter of natural gender--humans, animals, etc.--Arabic هُوَ 'he' and هِيَ 'she' and English he and she correspond to each other nicely. Inanimates, however, are all referred to as it in English, while they must be masculine or feminine in Arabic. In these instances, Arabic هُوَ and هِيَ are translated by English "it". Thus, هُوَ referring to فَرِيد is "he", but referring to الدَّرْسُ is "it".

Drill 1. Recognition of masculine and feminine.

Teacher supplies the cue, student supplies a male or female name.

(Suggestion: Write a list of Arabic names on the board, in separate columns for m. and f.)

أنا سليم . أنت : T(eacher)

أنت وِداد : S(tudent)

أنا أنت

أنت هذا

هذا هذه

3. Interrogatives

If an Arabic sentence contains an interrogative word, such as 'who?', that word is first in the sentence:

مَنْ أَنْتَ ؟ 'Who are you?'

Now do Drill 2.

If the sentence is a question which may be answered by "yes" or "no", the interrogative particle هَلْ is used to introduce it. In other words, a statement may be changed into a yes-or-no question simply by beginning with هَلْ. (There are also particular intonation patterns associated with questions; since these vary from one region to another, the student is best advised to imitate his native-speaker model.). This particle has no equivalent in English, where questions have a different word order from statements. Here are examples:

<u>Statement</u>	هذا سَمِير	'This is Samir.'
<u>Question</u>	هَلْ هذا سَمِير ؟	'Is this Samir?'
<u>Statement</u>	أَنْتِ وِداد	'You are Widad.'
<u>Question</u>	هَلْ أَنْتِ وِداد ؟	'Are you Widad?'

Now do Drills 3 and 4.

Drill 2. Chain drill.

Teacher introduces himself; asks first student S_1 من أنت ؟
replies, then asks next student (S_2) من أنت ؟ , continuing around the class.

أنا (سليم) من أنت ؟ : T
أنا (روبرت) من أنت ؟ : S_1
أنا (نانسي) ... : S_2

Drill 3. Question/answer with هل .

Teacher asks each student هل أنت —؟ , using names of class members.

هل أنت (روبرت) ؟ : T
نعم . أنا (روبرت) : S_1
هل أنت (نانسي) ؟ : T
لا . أنا (سالي) : S_2

Drill 4. (Also on tape) Question formation with هل .

Teacher supplies statement, student forms question using هل . Ex.

هذا سمير . : T
هل هذا سمير ؟ : S
هذه مريم . هذا سامي .
هذا سليم . هذه نانسي .
هذه وِداد . هذا فريد .

4. Vocative: يا

In Arabic, when someone is directly addressed by name or title, the particle يا is used just before the name or title, for example:

'Who is this, Salim?' مَنْ هَذَا يَا سَلِيمُ؟
'Widad!' يَا وِداد!

This is called a vocative particle. It corresponds to the old English word 'O', as in 'O King!', but in modern English it is usually left untranslated.

Drill 5. (Chain drill) من هذا ؟ with vocative .

Teacher asks S_1 about S_2 , S_1 asks S_2 about S_3 , and so on around the class. If, for example, S_1 doesn't know S_2 's name, he asks him first, then continues with the drill.

من هذه يا (روبرت) ؟ : T to S_1
من أنت ؟ : S_1
أنا (نانسي) . : S_2
هذه (نانسي) . : S_1 to T
من هذا ، يا (نانسي) ؟ : S_1 to S_2

5. Word order: Pronouns

In the title of the Basic Text above, note that the first-person pronoun comes first:

أنا وأنت 'I and you.'

This is of course the reverse of the usual English order 'you and I'.

When there is a series of pronouns, or pronouns and nouns, the regular order in Arabic is: first person, second person, third person, noun. Other examples:

أنا وسامير 'Samir and I'
أنت ووداد 'You and Widad'

Drill 6. (On tape) Dictation.

Lesson Two

أ - النص الاساسي

استاذ وطالب

- ١ - ما هذا يا فريد ؟
- ٢ - هذا كتاب .
- ٣ - وما هذه ؟
- ٤ - هذه ورقة .
- ٥ - هل هذا باب ؟
- ٦ - لا . هذا شباك .
- ٧ - وهذه ؟
- ٨ - هذه طاولة .

من أين أنت ؟

- ٩ - سليم - أنا سليم . وهذا سامي .
- ١٠ - روبرت - أنا روبرت . وهذه نانسي .
- من أين أنت يا سليم ؟
- ١١ - سليم - أنا من بيروت .
- ١٢ - روبرت - أنا من آن آربر .
- ١٣ - سليم - أين آن آربر ؟
- ١٤ - روبرت - آن آربر في ميشيغان .
- ١٥ - سليم - هل أنت طالب ؟
- ١٦ - روبرت - نعم ، أنا طالب .
- ١٧ - سليم - ونانسي ؟
- ١٨ - روبرت - هي طالبة من آن آربر .
- كذلك .
- هل سامي طالب ؟
- ١٩ - سليم - نعم ، هو طالب من دمشق .

A. Basic Text

Professor and Student

What's this, Farid?

This is a book.

And what's this?

This is a sheet of paper.

Is that a door?

No, that's a window.

And this?

This is a table.

Where Are You From?

I'm Salim. And this is Sami.

I'm Robert. And this is Nancy.

Where are you from, Salim?

I'm from Beirut.

I'm from Ann Arbor.

Where's Ann Arbor?

Ann Arbor is in Michigan.

Are you a student?

Yes, I'm a student.

And Nancy?

She's a student from Ann Arbor, too.

Is Sami a student?

Yes, he's a student from Damascus.

B. Vocabulary

الثاني	the second	نانسي	Nancy
أستاذ	professor	بيروت	Beirut
ما	what?	آن آربر	Ann Arbor
كتاب	book	في	in
ورقة	sheet of paper, piece of paper	ميشيغان	Michigan
باب	door	طالب	student
شباك	window	طالبة	(f.) student
طاولة	table	كذلك	likewise, too
من	from	هي	she
أين	where?	هو	he
روبرت	Robert	دمشق	Damascus

Additional vocabulary

قلم	pen, pencil	لبنان	(m.) Lebanon
لوح	blackboard	سوريا	(f.) Syria
كرسي	chair	أمريكا	(f.) America

C. Grammar and drills

ج - القواعد والتمارين

1. Interrogative in phrase
2. Nunation in nouns
3. Case: General
4. Nominative case
5. Gender in nouns

1. Interrogative in phrase

As was shown in the last lesson (1.C.3) an interrogative word comes first

in the sentence. Sometimes, however, the interrogative word is part of a phrase (functioning as the object of a preposition) as in **مِنْ أَيْنَ** 'from where?'. In such cases the entire phrase is the first element of the sentence, as in the second sentence below:

أَيْنَ سَلِيمٌ ؟	'Where is Salim?'
مِنْ أَيْنَ سَلِيمٌ ؟	'Where is Salim from?'

Notice that in English a phrase like 'from where?' may be separated, with 'from' coming at the end. Example: 'Where are you from?' This cannot be done in Arabic, where the interrogative phrase is always an undivided unit at the beginning of the sentence.

Drill 1. Chain drill.

S₁: I am from ____.

Where are you from?

• أنا من ____

من أين أنت ؟

S₂: I am from ____.

Where are you from?

• أنا من ____

من أين انت ؟

Drill 2. (Also on tape) Question formation.

Form a question from the following sentences using **مِنْ أَيْنَ ؟**

Sami is from Lebanon. → Where is Sami من أين سامي ؟
from?

٤ - هو من دمشق

١ - هي من سوريا

٥ - سمير من لبنان

٢ - وداد من بيروت

٦ - انت من ميشغان

٣ - انت من امريكا

2. Nunation in nouns

The final n in forms such as **طَالِبٌ** is known as nunation (in Arabic **تَنْوِينٌ**). It is a mark of indefiniteness, corresponding in general to the

English indefinite article "a, an", as in "a student", or to the absence of any article in words like "bread", "milk", or "students". An Arabic noun normally has nunation unless it is made definite; thus for example, when the definite article ال is added to a word the n of nunation is dropped.

<u>Definite</u>	<u>Indefinite</u>
'the student' (m.) الطَّالِبُ	طَالِبٌ 'a student' (m.)
'the student' (f.) الطَّالِبَةُ	طَالِبَةٌ 'a student' (f.)

Names of cities, countries, and female persons do not take nunation; examples are بَيْرُوتُ 'Beirut', لُبْنَانُ 'Lebanon', and مَرْيَمُ 'Maryam'.

3. Case: General

In English the function of words in a sentence is indicated to a large extent by word order. Note the following sentences:

<p>The student invited the teacher.</p> <p>The teacher invited the student.</p>

In the first sentence, we know that it was the student who issued the invitation and the teacher who was invited, because the word student precedes the verb invited and the word teacher follows it. In the second sentence the roles of student and teacher with respect to the act of inviting are reversed, and again it is the word order which tells us who does what. In the case of pronouns, the word order gives the same kind of information, and also the form of the pronouns is different:

<p>He invited her.</p> <p>She invited him.</p>
--

In Arabic word order is important too, though not always the same as in English. However, the Arabic noun (like an English pronoun) has different

forms depending on what function it has in a particular sentence. These forms are called case forms. Arabic nouns have three case forms, called nominative, genitive, and accusative. Here, for example, are the three case forms for the noun 'a student':

	Masculine		Feminine
Nominative	طَالِبٌ	'a student'	طَالِبَةٌ
Genitive	طَالِبٍ		طَالِبَةٍ
Accusative	طَالِبًا		طَالِبَةً

As the table shows, the difference between one case and another lies in the vowel endings of the noun--here -u for the nominative, -i for the genitive, and -a for the accusative.

Each case is used for several different sentence functions, and these will be described as they occur. This lesson illustrates four functions of the nominative case, as described in 4 below.

Personal and place names from foreign languages, such as روبرت 'Robert' and ميشيغان 'Michigan' do not receive these case endings.

Drill 3. Written. Recognition: Case marker in indefinite nouns and adjectives.

Write the vowel which marks the case in each of the following words: Ex.

طَالِبٌ	طَالِبَةٌ	شَبَّكَاءُ	أَسْتَاذٌ	لَوْحٌ
طَالِبَةٍ	طَالِبِينَ	دَرْسٌ	طَاوِلَةٌ	وَرَقَةٌ
نَصٌّ	أَسَاسِيٌّ	سَلِيمٌ	كُتَابٌ	

4. Nominative case

a. Nouns occurring in titles or headings (like the headings of the parts of this lesson), or occurring in lists, or mentioned in grammar notes or drills, etc. are in the nominative case. Such instances of the use of nouns in the nominative are referred to as citation forms. Examples:

هَلْ هَذِهِ "بَابٌ" ؟	'Is this (word) "door"?'
النَّصُّ الْأَسَاسِيُّ : "أُسْتَاذٌ وَطَالِبٌ" .	'Basic Text: "Professor and Student"'

b. A noun functioning as the subject or as the predicate of an equational sentence is in the nominative case; this noun may have one or more modifiers:

سَلِيمٌ طَالِبٌ .	'Salim is a student.'
وِدَادٌ طَالِبَةٌ مِنْ بَيْرُوتٍ .	'Widad is a student from Beirut.'

In these sentences سَلِيمٌ and وِدَادٌ are subjects, and طَالِبٌ and طَالِبَةٌ are predicates; they are, accordingly, in the nominative case, as is shown by the vowel u. (In the ending -un the -n is nunation: see 2 above.)

(We shall see later that there is a situation where the subject of an equational sentence is in the accusative case, and that the predicates of verbs are also in the accusative case.)

Now do Drill 4.

c. A noun after the vocative particle يَا is in the nominative case and without nunation:

يَا سَلِيمُ !	'Salim!'
يَا أُسْتَاذُ !	'Professor!'

Drill 4. (On tape) Substitution.

5. Gender in nouns

Arabic nouns have either of two genders: masculine or feminine. If the noun refers to an animate being, then its gender agrees with the natural gender of the referent. Thus the following nouns are masculine:

سَلِيمٌ	'Salim'	أُسْتَاذٌ	'professor'
رُوبَرْتٌ	'Robert'	طَالِبٌ	'student' (male)
سَمِيرٌ	'Samir'		

and the following are feminine:

وِدَادٌ	'Widad'	طَالِبَةٌ	'student' (female)
مَرْيَمٌ	'Maryam'	سَامِيَّةٌ	'Samiya'

The gender of names of cities and countries is almost entirely predictable. All names of cities are feminine, such as

بَيْرُوتٌ 'Beirut' and وَاشِنْغْتُنْ 'Washington'.

Names of countries are also feminine, the common exceptions being

لُبْنَانُ 'Lebanon', الْعِرَاقُ 'Iraq', الْأُرْدُنُّ 'Jordan', السُّودَانُ 'The Sudan' and الْمَغْرِبُ 'Morocco'. Other exceptions to this rule will be so marked in the vocabulary lists.

The gender of almost all other nouns depends on the form of the word itself. The suffix ة -a(t)- indicates feminine gender; a noun without a feminine suffix is masculine. Thus, وَرَقَةٌ 'a sheet of paper' and طَاوِلَةٌ 'table' are feminine, while كِتَابٌ 'book', بَابٌ 'door', شَبَّاكٌ 'window', قَلَمٌ 'pencil', لَوْحٌ 'blackboard', كُرْسِيٌّ 'chair' and نَصٌّ 'text' are masculine. The few exceptions to this rule will also be noted as they occur.

The feminine suffix ة is also used to derive a feminine noun from a masculine one, as in طَالِبَةٌ - طَالِبٌ; pairs of this type are exceedingly common. It is a general rule that whatever comes in male-female pairs in the real world, like kings and queens, poets and poetesses, male students and female students, etc., are expressed in Arabic by pairs of words such

as طَالِبَةٌ - طَالِبٌ, where تَةٌ - designates the female member of the pair. Thus, سَيِّدٌ is 'Mister' and سَيِّدَةٌ is 'Mrs.', أَسْتَاذٌ is a male professor and أَسْتَاذَةٌ is a female professor; مُدَرِّسٌ is a male instructor while مُدَرِّسَةٌ is a female one. There are several pairs, however, where the two words are completely different, like أَبٌ 'father' and أُمٌّ 'mother'. There are also instances where a feminine noun has no masculine counterpart, such as أُنْثَى 'Miss', or a masculine noun has no feminine counterpart, such as إِمَامٌ 'Imam'. Henceforth in this book, when a masculine noun with animate referent is listed, it is to be assumed that the feminine counterpart may be automatically formed by adding تَةٌ; thus, مُرَاسِلٌ 'reporter' (m.) implies مُرَاسِلَةٌ 'reporter' (f.), and مُرَاسِلَةٌ will be listed under مُرَاسِلٌ. If the feminine form is different, as in أَبٌ 'father' and أُمٌّ 'mother', both forms will be given. If no masculine or feminine counterpart exists, that fact will be noted. The same arrangement will hold for adjectives as well.

Gender not only identifies the sex of the referent (for animate beings), it also serves an important grammatical function. Masculine nouns are replaced by masculine pronouns and, as we will see, are modified by masculine adjectives; feminine nouns require feminine pronouns and adjectives. This feature of agreement in gender is a great aid in helping identify the referent of a pronoun or the noun modified by a particular adjective.

Drill 5. Written. Recognition drill: Gender.

Place M after the masculine nouns and F after the feminine nouns in the following listing:

مَكْتَبٌ	'office'	مُدِيرٌ	'director'
أُنْثَى	'Miss'	القَاهِرَة	'Cairo'
سَيِّدٌ	'Mister'	العِرَاق	'Iraq'
جَامِعَة	'university'	اَسْتَاذَة	'professor'

حَمْدٌ	'praise'	مُتَحَفٌ	'museum'
سَيَّارَةٌ	'automobile'	مَوْظَفٌ	'employee'
بَغْدَادٌ	'Bagdad'	أُمٌّ	'mother'
تَارِيخٌ	'history'	مَسَاءٌ	'evening'

Drill 6. Written. m. → f. with ة .

Change the following nouns from masculine to feminine by adding ة :

زائر	'visitor'	كَرِيمٌ	'Karim'
صَدِيقٌ	'friend'	سَامِيٌّ	'Sami'
عَرَبِيٌّ	'Arab'	مَوْظَفٌ	'employee'
مُدَرِّسٌ	'teacher'	أَجْنَبِيٌّ	'foreign'
مُدِيرٌ	'director'	جَدِيدٌ	'new'

Drill 7. Written.

Turn the statements below into questions, using مَنْ or مَا as appropriate.

'This is Samir. → Who is this?'

هذا سمير ← من هذا ؟

'This is a sheet of paper. → What is this?'

هذه ورقة ← ما هذه ؟

هذا لوح

هذا درس

هذا سليم

هذه طاولة

هذا كتاب

هذا سامي

هذا شبّاك

هذه وداد

هذه وداد

هذا نصّ

Drill 8. (Oral or written) Conjunction with وَ .

Two sentences will be given. Make one sentence with the subjects joined with وَ . Ex.

'I am from Lebanon.'
'Farid is from Lebanon.'

← { انا من لبنان
فرید من لبنان

'I and Farid are from Lebanon.'

• انا وفرید من لبنان

{ انت من بيروت
سامي من بيروت

{ هو من مشغان
نانسي من مشغان

{ هي من دمشق
وداد من دمشق

{ انا من سوريا
انت من سوريا

Drill 9. Variable substitution.

Substitute the following words for the underlined words, making the appropriate changes.

انا طالب من لبنان

- | | | |
|-----------------|-------------------|-------------------|
| — — — — — انت | ٥ — — — — — انت | ١ — — — — — انت |
| — — — — — هذه | ٦ — — — — — هذه | ٢ — — — — — هو |
| — — — — — طاولة | ٧ — — — — — طاولة | ٣ — — — — — نانسي |
| | | ٤ — — — — — استاذ |

Drill 10. (On tape) Written. Dictation.

Lesson Three

الدَّرْسُ الثَّالِثُ

أ - النص الاساسي

A. Basic Text

في المكتب

In the Office

١ . الاستاذ فريد - صباح الخير .

Good morning.

٢ . الآنسة هند - صباح النور .

Good morning.

٣ . الاستاذ فريد - من السكرتيرة في هذا المكتب ؟

Who's the secretary in this office?

٤ . الآنسة هند - أنا .

I am.

٥ . الاستاذ فريد - من المدير ؟

Who's the director?

٦ . الآنسة هند - السيد سليم .

Mr. Salim.

٧ . الاستاذ فريد - هو عربي ، أليس كذلك ؟

He's an Arab, isn't he?

٨ . الآنسة هند - نعم ، هو من القاهرة هل انت مدرّس ؟

Yes, he's from Cairo.

Are you a teacher?

٩ . الاستاذ فريد - نعم ، أنا مدرّس .

Yes, I'm a teacher.

١٠ . الآنسة هند - هل أنت جديد هنا ؟

Are you new here?

١١ . الاستاذ فريد - نعم .

Yes.

B. Vocabulary

ب - المفردات

الثَّالِثُ

the third

مَكْتَبٌ

office (place)

الْأَسْتَاذُ

the professor; sir, Mr. (see Note 1 below)

صَبَاحُ الْخَيْرِ

Good morning

أَنْسَةٌ

Miss; young lady

صَبَاحُ النَّوْرِ

Good morning (response)

سِكْرَتِيرٌ

secretary (pron. sikriteer)

هِنْدُ	Hind (f. name)
مُدير	director
السَّيِّدُ	Mr.
عَرَبِي	Arabic, Arab; an Arab
أَلَيْسَ كَذَلِكَ ؟	Isn't that so?
القَاهِرَةُ	Cairo
مُدَرِّس	teacher
جَدِيد	new
هَنا	here

Additional Vocabulary

الْخَرْطُومُ	Khartoum
السُّودَانُ	(m.) Sudan
الرِّيَاضُ	Riyadh
السُّعُودِيَّةُ	Saudi Arabia
الْكُوَيْتُ	(m.) Kuwait
الْعِرَاقُ	(m.) Iraq

Note 1.

The Arabic equivalent of the English title "professor" is أَسْتَاذٌ (أُسْتَاذَةٌ), but the use of the term differs somewhat from English. In Arab countries, not only a professor at a university is called أَسْتَاذٌ (أُسْتَاذَةٌ) but in general any person in a learned field, such as lawyers, literary persons, and teachers in a secondary school. In addition, the term أَسْتَاذٌ (but not أُسْتَاذَةٌ) is used to address any man--whether an acquaintance or a stranger on the street--to whom it is appropriate to show courtesy or respect. For a lady in these circumstances one uses the title أَمْسَّةٌ "miss" or سَيِّدَةٌ "madam".

Note 2.

In Arabic the first name rather than the family name is commonly used with titles such as أَسْتَاذٌ, أَمْسَّةٌ, سَيِّدَةٌ, etc.

1. The genitive case: Object of preposition
2. Helping vowels
3. The definite article
4. Demonstrative phrases
5. Agreement of predicate adjective
6. Numerals 1-5

1. The genitive case: Object of preposition

The object of a preposition is in the genitive case. For the great majority of nouns, the genitive case ending is -i (see 2.C.3); illustrations:

مِنْ الْقَاهِرَةِ	'from Cairo'	فِي الْمَكْتَبِ	'in the office'
مِنْ الْلَوْحِ	'from the blackboard'	فِي الْخُرْطومِ	'in Khartoum'
مِنْ فَرِيدٍ	'from Farid'	فِي الشَّكِّ	'in the window'
مِنْ الْكِتَابِ	'from the book'	فِي الْكِتَابِ	'in the book'
مِنْ السُّودَانِ	'from the Sudan'	فِي النَّصِّ	'in the text'

For those words which do not take nunation (see 2.C.2), the genitive case ending is -a, as for example:

مِنْ دِمَشْقَ	'from Damascus'	فِي بَيْرُوتَ	'in Beirut'
مِنْ مَرْيَمَ	'from Maryam'	فِي لُبْنَانَ	'in Lebanon'

(If, however, such words are made definite they then take the regular genitive case ending in -i, e.g.

فِي هَذَا الْلُبْنَانِ	'in this Lebanon'
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Drill 1. Written. Recognition drill: Case.

In the following words or phrases, circle the vowel (or vowel plus nun-
ation) marking case; then write N (Nom.) or G (Gen.). Ex.

N الطالب

- | | |
|---------------------|---------------------|
| ٥ - مِنْ الْكِتَابِ | ١ - الْقَلَمُ |
| ٦ - فِي بَيْرُوتَ | ٢ - مِنْ مُدِيرٍ |
| ٧ - بَيْرُوتُ | ٣ - فِي الْمَكْتَبِ |
| | ٤ - وَرَقَةً |

2. Helping vowels

In English, groups of consonants--three, four, or even more--may occur all in a row with no vowels in between, for example -bstr- in abstract or st pr in best price. In Arabic, however, it is a general rule that no more than two consonants can occur together, no matter whether within a single word or at the end of one word and the beginning of the next. Thus, within a single word there may be groups of two consonants together, such as -kt- in مَكْتَبٌ 'office' or -nt- in أَنْتَ 'you', but never more than two. And, within a sentence, a word may end in one consonant and the following word begin with one consonant (a total of two consonants in a row), for example -n h- in مَنْ هَذَا؟ 'Who's this?', or -n b- مِنْ بَيْرُوتَ 'from Beirut', but there can never be more than two consonants in this situation. Often there is no problem, since no Arabic word in isolation ends or begins with more than one consonant. In some words beginning with a hamza, however, this hamza and the following vowel are dropped (elided) when the word is not first in the sentence. The most common of such words are those with the definite article أَلْ 'the'. Thus 'the director' is الْمُدِيرُ /?almudiir/ (beginning with one consonant) if it is the first word in the sentence, but

المُدِيرُ /-lmudiir/ if any other word precedes it. Now, in effect, the word begins with two consonants, -lm-. If the preceding word ends in a vowel, as in أَنْتَ الْمُدِيرُ (?anta lmudiir) 'You are the director', there is still no problem. But if the preceding word ends in a consonant, for example مَنْ 'who?', there would theoretically be three consonants in a row: man lmudiir. Since, by the rule cited above, this is an impossible combination, a vowel is inserted after the first consonant in order to break up the sequence of three--

مَنْ الْمُدِيرُ؟	(mani <u>l</u> mudiir)	'Who is the director?'
------------------	------------------------	------------------------

and the whole sequence is pronounced as one uninterrupted unit: /manilmudiir/. The inserted vowel is called a helping vowel. In the great majority of cases the helping vowel is i, as above. In one case only it is a: when the preceding word is مَنْ , 'from' and the following word begins with the definite article:

مِنْ الْمُدِيرِ	(mina <u>a</u> lmudiir)	'from the director'
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In a few cases the helping vowel is u; these will be pointed out as they occur.

Note that the rule forbidding three consonants in a row applies also when two of these consonants are identical--that is, a double consonant written in Arabic with a shadda. Thus, when first in the sentence, 'the student' is الطَّالِبُ (?aṭṭaalib), and when preceded by another word it is الطَّالِبُ (-ṭṭaalib). If the preceding word ends in a consonant, the appropriate helping vowel is inserted:

مَنْ الطَّالِبُ؟	(mani <u>i</u> ṭṭaalib)	'Who's the student?'
مِنْ الطَّالِبِ	(mina <u>a</u> ṭṭaalib)	'from the student'

3. The definite article

a. The definite article in Arabic is **أَلْ**, and basically means the same as English "the". It has two pronunciations, depending on whether or not it follows immediately after pause (any interruption in speaking or reading). The form after pause is **أَلْ**, written as part of the following word: **أَلْمُدِيرُ** 'the director'.

Now do Drill 2.

If **أَلْ** does not follow a pause, e.g.:

فِي الْمَكْتَبِ (filmaktab)	'in the office'
أَيْنَ الْمَكْتَبِ؟ (?aynalmaktab)	'Where is the office?'

it is pronounced as part of the preceding word, with a- elided; **أَلْ** is then written with waṣla: **فِي الْمَكْتَبِ**. Note that before **أَلْ**, **فِي** is pronounced **fi-**. In the examples above, the words preceding **أَلْ** end in vowels. If, on the other hand, the preceding word ends in a consonant, a helping vowel i is suffixed to it; for example:

مَنْ + الْمُدِيرُ ← مَنْ الْمُدِيرُ (manilmudiir)

The preposition **مِنْ** has the special form **مِنْ** (with the helping vowel a) before the article, e.g. **مِنْ الْقَاهِرَةِ** (see 2 above).

Note the pronunciation of **أَلْ** in the following words:

الدَّرْسُ ، السَّكْرَتِيرَةُ ، النَّصُّ ، السَّيِّدُ

In these words, the **ل** of the article is not pronounced, but the following consonant is doubled instead. This doubling of the following consonant occurs whenever **أَلْ** precedes a consonant which is pronounced in roughly the same area as **ل** itself--at or behind the upper teeth. On the other hand, if the following consonant is pronounced at the lips, as **م** in **مَكْتَبٌ**, or in the back part of the mouth, as **خ** in **خَرْطُومٌ**, **أَلْ** is pronounced as **ل**.

The words الْقَمَرُ 'the moon' and الشَّمْسُ 'the sun' illustrate this dichotomy, and are conventionally used to label the two groups of consonants. Thus, م is قَمَرِيَّةٌ 'lunar', a "moon-letter", and د is شَمْسِيَّةٌ 'solar', a "sun-letter". The sun-letters are all dental or palatal:

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

The remaining are moon-letters. Note that ج and ي are exceptions to the rule: they are moon-letters even though they are palatal.

In the writing system اَلْ is always spelled with ل regardless of how it is pronounced; however, it is vowelized to reflect actual pronunciation: اَلْ before moon-letters, e.g. اَلْمُدِيرُ, but ال before sun-letters, with َ over the following consonant: اَلدَّرْسُ, اَلسَّيِّدُ. Hamza is usually omitted. Now do Drill 3.

b. Use of the definite article in place names. Arabic often uses the definite article in place names, as in اَلْقَاهِرَةُ 'Cairo', اَلْخَرْطُومُ 'Khartoum'. This is true of English as well, for example "The Netherlands", "The Sudan". Of course, Arabic and English do not necessarily use the definite article on the same names, so each place name must be learned carefully with or without the article, as the case may be.

c. Use of the article in titles. In English, the article "the" is not usually used with titles followed by names (Mr. Jones, Miss Smith). In Arabic, however, the article is used with such titles in referring to the person concerned, but not in addressing him directly, for example اَيْنَ السَّيِّدِ سَمِيثُ 'Where is Mr. Smith?' but صَبَاحَ الْخَيْرِ يَا سَيِّدُ سَمِيثُ 'Good morning, Mr. Smith.'

Now do Drills 4, 5, 6 and 7.

Drill 2. (Also on tape) Transformation: Indefinite → definite.

Teacher supplies indefinite noun and adjective; student adds the definite

article, to make a sentence. Ex.

T: 'a book' - 'new'

الاستاذ : كتابٌ - جديدٌ

S: 'The book is new.'

الطالب : الكتابُ جديدٌ.

Repeat with:

٥ - مدرسٌ - جديد

١ - مديرٌ - جديد

٦ - كرسيٌّ - جديد

٢ - قلمٌ - جديد

٧ - بابٌ - جديد

٣ - استاذٌ - جديد

٨ - كتابٌ - جديد

٤ - مكتبٌ - جديد

Drill 3. (Also on tape) Transformation: Indefinite → definite.

Teacher supplies indefinite noun and predicate; student adds the definite article to make a sentence. Ex.

'a student' - 'new'

الاستاذ : طالبٌ - جديد

'The student is new.'

الطالب : الطالبُ جديدٌ.

Repeat with:

شباكٌ - جديد

نصٌ - جديد

طالبٌ - جديد

لوحٌ - جديد

درسٌ - جديد

سكرتيرٌ - جديد

Drill 4. (On tape) Written. Recognition: Definite/indefinite.

Drill 5. (On tape) Substitution.

Drill 6. Question formation: مَنْ with definite article.

Teacher provides noun or noun phrase, first student makes a question with مَنْ, second student substitutes appropriate pronoun for the noun. Ex.

T: 'The director'

الاستاذ : المدير

S₁: 'Who is the director?'

الطالب الاول : من المدير ؟

S₂: 'Who is he?'

الطالب الثاني : من هو ؟

Repeat with:

١ - السيد سليم	٥ - الطالب
٢ - الاستاذ	٦ - المدير
٣ - السكرتيرة	٧ - المدير
٤ - الأنسة وداو	

Drill 7. Question/answer with مِنْ ; مِنْ أَيْنَ with definite article.

Teacher provides name and place name. First student makes question with مِنْ أَيْنَ, second student answers. Ex.

T: 'Farid' - 'Cairo' : فريد - القاهرة : الاستاذ

S₁: 'Where is Farid from?' : من اين فريد ؟ الطالب الاول ط ١

S₂: 'From Cairo.' : من القاهرة ط ٢ . الطالب الثاني ط ٢

Repeat with:

١ - سامي - الرياض	٤ - هند - السعودية
٢ - وداو - العراق	٥ - سمير - السودان
٣ - سليم - الكويت	٦ - فريد - القاهرة

4. Demonstrative phrases

In the phrase هَذَا الْمَكْتَبُ 'in this office' the words هَذَا الْمَكْتَبُ are translated "this office". A construction of this type, consisting of a demonstrative pronoun followed by a noun with the definite article, is a demonstrative phrase. Further examples follow:

هَذَا الدَّرْسُ 'this lesson'	هَذِهِ الْأَنْسَةُ 'this young lady'
هَذَا الطَّالِبُ 'this student'	هَذِهِ الْوَرَقَةُ 'this piece of paper'
هَذَا الْكُرْسِيُّ 'this chair'	هَذِهِ الطَّاوِلَةُ 'this table'
هَذَا الْمُدَرِّسُ 'this instructor'	

The demonstrative pronoun is the same gender as the noun that forms a phrase with it. The definite article plays a very special role in demon-

strative phrases: it binds the demonstrative and the noun into a single unit, a phrase that can function like a single word. For example, in 'in this office' cited above, هَذَا الْمَكْتَبِ is the object of the preposition فِي. On the other hand, it is the subject in the sentence

'This office is new.' هَذَا الْمَكْتَبُ جَدِيدٌ.

The definite article in demonstrative phrases is not translated into English; it serves merely to join the two words into a single unit. If the article is omitted, the result is two separate units--specifically, subject and predicate. Contrast the following sentences:

Predicate	Subject	
جَدِيدٌ	هَذَا الْكِتَابُ	'This book is new.'
جَدِيدَةٌ	هَذِهِ الْمُدْرِسَةُ	'This instructor is new.'
مُدْرِسَةٌ	هَذِهِ	'This is an instructor.'
وَرَقَةٌ	هَذِهِ	'This is a piece of paper.'
هَذَا الطَّالِبُ	مَنْ	'Who is this student?'

Drill 8. (On tape) Written. Recognition: Demonstrative phrase.

Drill 9. (Also on tape) Question formation: Demonstrative phrase.

Teacher provides a sentence, student makes a question with a demonstrative phrase. Ex.

T: 'This is a director.'

الاستاذ : هذا مدير .

S: 'Who is this director?'

الطالب : من هذا المدير ؟

Repeat with:

- | | |
|-------------------|------------------|
| ٥ - هذا مدرّس . | ١ - هذه مدرّسة . |
| ٦ - هذه طالبة . | ٢ - هذا طالب . |
| ٧ - هذه سكرتيرة . | ٣ - هذا سكرتير . |
| ٨ - هذا مدير . | ٤ - هذه مديرة . |

5. Agreement of predicate adjective

An adjective functioning as the predicate of an equational sentence is called a predicate adjective, for example جَدِيدٌ in

هَلْ أَنْتَ جَدِيدٌ هُنَا ؟ 'Are you new here?'

Adjectives in general have varying forms indicating case, definiteness, gender, and number. A predicate adjective is nominative in case, and indefinite (i.e., has nunation if it is the kind of word which takes nunation). It varies in gender and number, however, depending on the subject of the sentence. If the subject is masculine singular the predicate adjective is also masculine singular, and if the subject is feminine singular the predicate adjective is also feminine singular. Examples:

هَلْ أَنْتَ جَدِيدٌ هُنَا ؟ 'Are you (m.) new here?'

هَلْ أَنْتِ جَدِيدَةٌ هُنَا ؟ 'Are you (f.) new here?'

Examples in which the subject is plural will be given later.

Drill 10. (Also on tape) Substitution: Predicate adjective agreement.

Substitute the words given for the underlined word in the model sentence, making the appropriate changes.

'Sami is an Arab.'	سَامِيٌّ عَرَبِيٌّ
هو	السَّيِّدُ سَمِيرٌ
هي	الآنسة وِداد
هذه	أَنْتَ
انتِ	سَامِي

Drill 11. Written. Completion and translation.

Complete the following with an appropriate word or phrase, then translate

the resulting sentences.

'This book' → 'This book is new.' هذا الكتاب ← هذا الكتاب جديد.

- ١ - هذه المديرية _____ .
- ٢ - السيّد سمير _____ .
- ٣ - هذا _____ .
- ٤ - انا _____ .
- ٥ - الاستاذ فريد _____ .

6. Numerals 1-5 (On tape)

The following forms of the numerals are used in counting:

1	one	١ - واحدٌ
2	two	٢ - اثنان
3	three	٣ - ثلاثة
4	four	٤ - أربعة
5	five	٥ - خمسة

أ - النَّصُّ الْأَسَاسِيُّ A. Basic Text

في الجامعة

At the University

- ١ - نجيب : مرحبا Hello.
- ٢ - الاستاذة : مرحبا Hello.
- ٣ - نجيب : كيف الحال؟ How are you?
- ٤ - الاستاذة : بخير الحمد لله . Fine, thank you.
- ٥ - نجيب : هل أنت السكرتيرة؟ Are you the secretary?
- ٦ - الاستاذة : لا . لست سكرتيرة ;
انا استاذة . I'm a professor.
- ٧ - نجيب : اليس الاستاذ فريد
موجودا هنا ؟ Isn't Professor Farid here?
- ٨ - الاستاذة : هو في المكتبة . He's in the library.
- ٩ - نجيب : هل المكتبة بعيدة ؟ Is the library far?
- ١٠ - الاستاذة : لا . ليست بعيدة جدا . No, it's not very far.
- ١١ - نجيب : شكرا يا أستاذة . Thank you, professor.
- ١٢ - الاستاذة : عفوا . You're welcome.

B. Vocabulary

ب - الْمُفْرَدَاتُ

الرَّابِعُ	the fourth	بَخِيرٌ	(I'm) fine.
جَامِعَةٌ	university	الْحَمْدُ لِلَّهِ	Praise be to God.
نَجِيبٌ	Najib (m. name)	لَسْتُ .	I am not
مَرْحَبًا	hello	أ	(interrogative particle; see C.2 below)
كَيْفَ الْحَالُ ؟	How are you?		

لَيْسَ	he/it is not
مَوْجُودٌ	present (adj.)
مَكْتَبَةٌ	library
بَعِيدٌ (مِنْ)	far (from)
لَيْسَتْ	she/it is not
جِدًّا	very
شُكْرًا	Thank you!
عَفْوًا	You're welcome (response)

Additional vocabulary

لَسْتَ	you (f.) are not
لَسْتَ	you (m.) are not
مِصْرُ	Egypt
الْمَغْرِبُ	(m.) Morocco
الرِّبَاطُ	Rabat (capital of Morocco)
تُونِسُ	Tunis; Tunisia
الأُرْدُنُ	(m.) Jordan
كَلِمَةٌ	word
جُمْلَةٌ	sentence

Note on greetings

1. مَرْحَبًا (pronounced marḥaban or marḥaba) is a friendly, somewhat informal greeting. The response is the same.
2. كَيْفَ الْحَالُ means literally "How is the condition?" It is a polite enquiry about health. The response, بِخَيْرٍ, means literally "in (a state of) well-being, or prosperity".
3. الْحَمْدُ لِلَّهِ means literally "Praise belongs to God, Praise is God's" and is often used as a response to the question "How are you?" The impli-

cation is, of course, that all is well (thanks to God), and so الْحَمْدُ لِلَّهِ itself may serve as the entire answer. The phrase is also commonly used on other occasions as well, to express happiness--or resignation--over what has happened.

C. Grammar and drills

ج - الْقَوَاعِدُ وَالتَّمَارِينُ

- | | |
|--------------------------------------|--------|
| 1. Negative of equational sentences: | لَيْسَ |
| 2. Interrogative | أَ |
| 3. Word order: | جَدًّا |
| 4. Numerals 6-10 | |

1. Negative of equational sentences: لَيْسَ

As we have seen before (1.C.2), equational sentences have no verb. They are made negative, however, by use of the verb لَيْسَ which means 'is not', 'are not', or 'am not' and has different forms depending on the subject. Here are examples showing equational sentences and the corresponding negatives:

Affirmative:	• سَلِيمٌ مِنْ بَيْرُوتَ	'Salim is from Beirut.'
Negative:	• لَيْسَ سَلِيمٌ مِنْ بَيْرُوتَ	'Salim is not from Beirut.'
Affirmative:	• مَرْيَمُ هُنَا	'Maryam's here.'
Negative:	• لَيْسَتْ مَرْيَمُ هُنَا	'Maryam isn't here.'

Some points should be noted here. First, the usual word order in these negative sentences is (¹لَيْسَ - ²subject - ³predicate). (Here, and elsewhere, we use the form لَيْسَ as a cover-term, meaning "any form of" that verb.) Second, the form لَيْسَ is used when the subject is masculine singular (like سَلِيمٌ) and the form لَيْسَتْ is used when the subject is feminine singular (like مَرْيَمُ). Third, the subject of لَيْسَ is in the nominative case.

The following are examples of equational sentences in which the subject is a personal pronoun, and their corresponding negatives:

Affirmative:	هُوَ فِي الْقَاهِرَةِ.	'He's in Cairo.'
Negative:	لَيْسَ فِي الْقَاهِرَةِ.	'He's not in Cairo.'
Affirmative:	هِيَ هُنَا.	'She's here.'
Negative:	لَيْسَتْ هُنَا.	'She's not here.'
Affirmative:	أَنْتَ مِنَ الْخَرْطومِ.	'You're from Khartoum.'
Negative:	لَسْتَ مِنَ الْخَرْطومِ.	'You're not from Khartoum.'

The point to note here is that when لَيْسَ is used, it is not necessary to have a separate pronoun subject, since the form of the verb itself clearly indicates whether the subject is 'he', 'she', 'you (masculine)', and so on.

Here are all the singular forms of the negative verb لَيْسَ :

3 MS	لَيْسَ	'(he, it (m.)) is not'
FS	لَيْسَتْ	'(she, it (f.)) is not'
2 MS	لَسْتَ	'you (m.) are not'
FS	لَسْتَ	'you (f.) are not'
1 S	لَسْتُ	'I am not'

The pronoun subject may be used if special emphasis is called for:

لَسْتَ أَنْتَ الْمُدِيرُ هُنَا . أَنَا الْمُدِيرُ.	'You're not the director here; I'm the director!'
--	--

Finally, the predicate of a sentence made negative by لَيْسَ is in the accusative case: (This rule applies only to nouns and adjectives, and not to prepositional phrases and adverbs, as only the former have varying case endings.) Here are examples:

لَيْسَ فَرِيدُ الْمُدِيرِ.	'Farid isn't the director.'
لَيْسَتْ سَكْرَتِيرَةٌ.	'She's not a secretary.'
لَسْتَ جَدِيدًا هُنَا.	'You're not new here.'
لَسْتَ عَرَبِيَّةً.	'You're not an Arab.'
لَسْتُ طَالِبًا.	'I'm not a student.'

Drill 1. (Also on tape) Recognition: Subject of لَيْسَ.

Give the independent pronoun corresponding to each of the following forms of لَيْسَ. Ex.

'He is not from Beirut'	ليس من بيروت - هو
٤ - لَسْتُ مِنْ بَيْرُوتَ.	١ - لَسْتُ مِنْ بَيْرُوتَ.
٥ - لَيْسَ مِنْ بَيْرُوتَ.	٢ - لَسْتُ مِنْ بَيْرُوتَ.
٦ - لَسْتُ مِنْ بَيْرُوتَ.	٣ - لَيْسْتُ مِنْ بَيْرُوتَ.

Drill 2. (Also on tape) Negation.

Negate the following sentences using the appropriate form of لَيْسَ. Ex.

'She's a new student.'	هي طالبةٌ جديدةٌ.
'She's not a new student.'	لَيْسَتْ طالبةٌ جديدةٌ.
٤ - هي عربيّةٌ من لبنان.	١ - هو طالب.
٥ - أنا من الأردنّ.	٢ - أنتِ جديدةٌ هنا.
٦ - أنتَ في المكتبة.	٣ - أنتَ المدير هنا.

Drill 3. Written. Negation.

Negate the following sentences using the appropriate form of لَيْسَ ; be sure to write the vowel sign for the case of the predicate. Ex.

'Samir is a professor.'	→ سَمِيرٌ أَسَازٌ.
'Samir is not a professor.'	• لَيْسَ سَمِيرٌ أَسَازًا.

- ١ - نانسي مدرّسة .
- ٢ - فريد موجود في المكتب .
- ٣ - الجامعة بعيدة .
- ٤ - سامي في المكتبة .
- ٥ - سليم من المغرب .
- ٦ - المدير عربيّ .
- ٧ - نجيب في الجامعة .
- ٨ - الشاك جديد .

2. Interrogative أَ

In addition to هَلْ (see 1.C.3) there is another interrogative particle with the same general function: to introduce a question which may be answered "Yes" or "No". This particle is أَ , and since it consists of only one letter it is written as part of the following word. In some contexts either هَلْ or أَ may be used, for example:

هَلْ هَذَا كِتَابٌ ؟ أَهَذَا كِتَابٌ ؟	'Is this a book?'
هَلْ هُوَ مِنْ بَيْرُوتَ ؟ أَهُوَ مِنْ بَيْرُوتَ ؟	'Is he from Beirut?'

There are some contexts, however, in which هَلْ is preferred, for example, before words beginning with wasla, such as those with the definite article:

هَلْ الْمُدِيرُ فِي الْمَكْتَبِ ؟	'Is the director in the office?'
-----------------------------------	----------------------------------

And there are other contexts in which أَ is the usual choice, for example before a negative:

أَلَيْسَ الْمُدِيرُ فِي الْمَكْتَبِ ؟	'Isn't the director in the office?'
أَلَيْسَ كَذَلِكَ ؟	'Isn't it so?'

Drill 4. Question formation. هَلْ / أَ

Form questions from the following statements, using هَلْ or أَ as appropriate. Ex.

'This is a door.'

هذا باب ←

'Is this a door?'

أهذا باب ← هل هذا باب ؟

'The word is new.'

الكلمة جديدة ←

'Is the word new?'

هل الكلمة جديدة ؟

'The library is not far away.'

ليست المكتبة بعيدة ←

'Isn't the library far away?'

أليست المكتبة بعيدة ؟

١ - المدير موجود هنا. ٤ - هذه الجامعة جديدة.

٢ - هذه الطالبة عربية. ٥ - ليست الجملة عربية.

٣ - لست من تونس. ٦ - الاستاذ فريد من الرباط.

Drill 5. (Also on tape) Question formation: Ex. أليس

'Salim is a student.'

سليم طالب .

'Isn't Salim a student?'

أليس سليم طالباً ؟

١ - الاستاذ من القاهرة. ٥ - هذا الكتاب جديد.

٢ - هو من بيروت. ٦ - هي طالبة من لبنان.

٣ - المدير موجود هنا. ٧ - انا عربي.

٤ - المكتب بعيد من الجامعة. ٨ - انت من السودان.

3. Word order: جداً

The adverb 'very' follows the adjective it modifies, instead of preceding it as in English:

المكتبة بعيدة جداً.	'The library is very far away.'
ليس هذا الكرسي جديداً جداً.	'This chair is not very new.'

Drill 6. (On tape) Sentence addition: جداً

Drill 7. Written. Question formation

Form questions from the following statements, choosing from these question

words the one which questions the underlined word(s).

مَنْ ، ما ، أين ، هل ، أ ، أليس ، من أين

- ١ - هذا الاستاذ من مصر . ٥ - الطالب من المغرب .
- ٢ - الآنسة هند موجودة في المكتبة . ٦ - الجامعة بعيدة من هنا .
- ٣ - هذا المدرس سامي . ٧ - ليس هذا الاستاذ من الرباط .
- ٤ - هذا الكتاب جديد . ٨ - الاستاذ في بيروت .

4. Numerals 6-10

The following forms of these numerals are used in counting:

6	six	ستة	٦ -
7	seven	سبعة	٧ -
8	eight	ثمانية	٨ -
9	nine	تسعة	٩ -
10	ten	عشرة	١٠ -

Drill 8. (On tape) Substitution.

Lesson Five

أ - النص الاساسي

امام المتحف الوطني

الدَّرْسُ الْخَامِسُ

A. Basic Text

In Front of the National Museum

١ - الزائر: أهذا هو المتحف الوطني القديم
Is this the old national museum or the new one?

أم الحديث ؟

٢ - الموظف: هذا هو المتحف الحديث . المتحف القديم بناء بعيد من هنا .
This is the new museum. The old museum is a building far from here.

٣ - الزائر: هل أنت موظف هنا ؟
Are you an employee here?

٤ - الموظف: نعم .
Yes.

٥ - الزائر: من المدير ؟
Who is the director?

٦ - الموظف: الدكتور براون ، هو رجل اجنبي مشهور .
Dr. Brown. He is a famous foreigner.

٧ - الزائر: من اين هو ؟
Where is he from?

٨ - الموظف: هو من امريكا . هل أنت امريكي ؟
He's from America. Are you American?

٩ - الزائر: لا . أنا فرنسي ، هل المدير موجود في المتحف ؟
No, I'm French. Is the director in the museum?

١٠ - الموظف: نعم . هو في مكتبه .
Yes, he's in his office.

١١ - الزائر: أين مكتبه ؟
Where is his office?

١٢ - الموظف: مكتبه هو المكتب الكبير القريب من الباب .
His office is the large one near the door.

١٣ - الزائر: واين مكتبك ؟
And where is your office?

١٤ - الموظف: مكتبي امام مكتبه .
My office is across from his.

B. Vocabulary

ب - اَلْمُفْرَدَاتُ

اَلْخَامِسُ	the fifth	براون	Brown (name)
اَمَامَ	in front of, across from	اَمْرِيكِيّ	American
مَتْحَفٌ	museum	رَجُلٌ	man
وَطَنِيّ	national; nationalist(ic)	اَجْنَبِيّ	foreign; foreigner
زَاوِيَرٌ	visitor (n.); visiting (adj.) (ب ر)	مَشْهُورٌ	famous (for)
قَدِيمٌ	old, ancient	فَرَنْسِيّ	French; Frenchman
أَمْ	or	مَكْتَبُهُ	his office
حَدِيثٌ	modern, new	كَبِيرٌ	big, large; important; senior
مَوْظَفٌ	employee, official	قَرِيبٌ (مِنْ)	near (to)
بِنَاءٌ	a building	مَكْتَبُكَ	your (m.s.) office
دُكْتُورٌ	doctor; Ph.D. (pron. <u>duktoor</u>)	مَكْتَبِي	my office

Additional vocabulary

فَرَنْسَا	France
صَفٌّ	class; classroom

C. Grammar and drills

ج - اَلْقَوَاعِدُ وَالتَّمَارِينُ

1. Noun-adjective phrases
2. Pronoun of separation
3. Nisba: The relative adjective
4. وَهِيَ and وَهُوَ
5. Pronoun suffixes with nouns

1. Noun-adjective phrases

Note the underlined phrase in the sentence below:

هَذَا هُوَ الْمَتْحَفُ الْحَدِيثُ. 'This is the new museum.'

In this phrase the noun الْمَتْحَفُ 'the museum' is modified by the adjective الْحَدِيثُ 'new, modern'. Such a construction is a noun-adjective phrase, and there are two points to be noted about it. First, the adjective follows the noun it modifies, instead of preceding it as in English. Second, the adjective agrees with its noun in several ways: (a) in gender: if the noun is masculine, the adjective has its masculine form, and if the noun is feminine, the adjective has its feminine form:

الرَّجُلُ الْمَشْهُورُ 'the famous man'
الْجَامِعَةُ الْمَشْهُورَةُ 'the famous university'

(b) in case: the adjective is in the same case as the noun:

هَذَا هُوَ الدَّرْسُ الثَّالِثُ. 'This is the third lesson.'
فِي الدَّرْسِ الثَّالِثِ 'in the third lesson'

(c) in definiteness: if the noun is definite, the adjective has the definite article. A noun is definite not only when it has the definite article itself, but also when it has an attached pronoun suffix (see 5 below), or when it is a proper name. If the noun is indefinite, the adjective is also indefinite. Examples with definite nouns:

الْمَكْتَبُ الْجَدِيدُ 'the new office'
مَكْتَبُهُ الْجَدِيدُ 'his new office'
مِصْرُ الْقَدِيمَةُ 'ancient Egypt'
جُورْجُ الثَّالِثُ 'George the Third'

Examples with indefinite nouns:

بِنَاءٌ بَعِيدٌ	'a distant building'
فِي جَامِعَةٍ مَشْهُورَةٍ	'in a famous university'

Now do Drill 1.

The noun-adjective phrase functions as a single unit in a sentence, the whole phrase serving as subject, predicate, object of a preposition, after *هذا* in a demonstrative phrase, and so on.

Note carefully the distinction between constructions like the two following:

الْمَتْحَفُ مَشْهُورٌ.	'The museum is famous.'
الْمَتْحَفُ الْمَشْهُورُ	'the famous museum'

The first is a complete sentence, consisting of a subject and a predicate; as a predicate the adjective agrees with the noun subject in gender but not in definiteness. As for case, in sentences like the one above both subject and predicate are nominative, as we have already seen (see 2.C.4.) (The predicate is usually indefinite, but may rarely be definite if the meaning requires.)

The second example above is not a sentence but only a noun-adjective phrase; here an adjective agrees with its noun in gender, definiteness, and case.

The adjective in a noun-adjective phrase may itself be modified, usually by a simple adverb or by a prepositional phrase. The noun and the adjective with its modifiers are all part of the noun-adjective phrase:

بِنَاءٌ بَعِيدٌ جِدًّا	'a very distant building'
بِنَاءٌ بَعِيدٌ مِنْ هُنَا	'a building far from here'

(Note that, in English, an adjective which has modifiers sometimes must follow

the noun, as in the second example above.)

Finally, the noun-adjective phrase may consist of a noun and two or more adjectives in a string, each one following the rules of agreement mentioned above. Only the last of two or more adjectives may have a modifier. Examples:

الْمَتْحَفُ الْوَطَنِيُّ الْقَدِيمُ	'the old national museum'
فِي جَامِعَةٍ عَرَبِيَّةٍ مَشْهُورَةٍ جِدًّا	'in a very famous Arab university'

Now do Drills 2, 3 and 4.

Drill 1. Written. Recognition drill: Agreement.

Identify the features (gender, case, definiteness) shared by the members of each noun-adjective phrase below. Ex.

'The new student'	الطالِبُ الْجَدِيدُ
Definite, masculine singular, nominative case	
١ - فِي الْمَتْحَفِ الْوَطَنِيِّ	٤ - أَمَامَ الرَّجُلِ الْأَمْرِيكِيِّ
٢ - زَائِرُ اجْنَبِيٍّ	٥ - مِنْ مَكْتَبٍ كَبِيرٍ
٣ - الْمَكْتَبَةُ الْحَدِيثَةُ	٦ - الدَّرْسُ الْأَوَّلُ

Drill 2. (Also on tape) Substitution: Noun-adjective phrases.

Substitute the listed indefinite adjectives for the underlined definite adjective in the model sentence, making the adjective definite.

a. Masculine:

'The new professor is from Khartoum.' الاستاذ الجديد من الخرطوم.

مشهور

قديم

موجود هنا

اجنبي

عربي

b. Feminine:

'The new professor (f.) is from Khartoum.' الاستاذة الجديدة من الخرطوم.

Repeat, using same adjectives as above.

Drill 3. Written or oral. Word combination.

Combine the following words into meaningful sentences, as shown, making any necessary changes. Ex.

واشنطن	اجنبي	استاذ
'Washington'	'foreign'	'professor'

'The foreign professor is from Washington.' الاستاذ الاجنبي من واشنطن

١ - مدير - سوداني - الخرطوم

٢ - مدرسة - عربي - العراق

٣ - طالب - سعودي - الرياض

٤ - استاذة - مصري - القاهرة

٥ - موظف - جديد - تونس

Drill 4. (On tape) Written. Recognition: Noun-adjective phrase.

2. Pronoun of separation (ضمير الفصل)

We have seen that هَذَا مَتَحَفٌ is an equational sentence meaning 'This is a museum', and that هَذَا اَلْمَتَحَفُ is a demonstrative phrase (not a complete sentence) meaning 'this museum'. How then does one say in Arabic 'This is the museum'? The answer is: هَذَا هُوَ اَلْمَتَحَفُ. In such a construction هُوَ is called a pronoun of separation, serving to separate the demonstrative and the definite noun and thus to distinguish the whole construction from هَذَا اَلْمَتَحَفُ 'this museum'. The pronoun of separation agrees with the subject in gender and number. Thus, if the subject is masculine singular, the pronoun is هُوَ as above; if the subject is feminine singular, the pronoun is هِيَ. Other examples:

Phrase	هَذَا الْبِنَاءُ	'this building'
Sentence	هَذَا هُوَ الْبِنَاءُ.	'This is the building.'
Phrase	هَذِهِ الْجَامِعَةُ	'this university'
Sentence	هَذِهِ هِيَ الْجَامِعَةُ.	'This is the university.'
Phrase	هَذَا الرَّجُلُ الْمَشْهُورُ	'this famous man'
Sentence	هَذَا هُوَ الرَّجُلُ الْمَشْهُورُ.	'This is the famous man.'

The pronoun of separation is normally used also after any subject, demonstrative or not, when that subject is long or complex, or when the predicate begins with the definite article or is otherwise definite, as in:

هَذَا هُوَ الْقَدِيمُ.	'This is the old one.'
الْأَسْتَاذُ هُوَ فَرِيدٌ.	'The professor is Farid.'
سَلِيمٌ هُوَ الْأَسْتَاذُ.	'Salim is the professor.'

Contrast the last sentence with سَلِيمٌ الْأَسْتَاذُ, which would normally be understood to mean "Salim, the professor".

Drill 5. Transformation: Demonstrative phrase → sentence with definite and indefinite predicate:

- T : 'this large building' الاستاذ : هذا البناء الكبير
S₁: 'This is the large building.' الطالب الاول : هذا هو البناء الكبير.
S₂: 'This is a large building.' الطالب الثاني : هذا بناء كبير.

Repeat with:

- ١ - هذا المتحف القديم ٤ - هذه المكتبة الحديثة
٢ - هذه الموظفة الاجنبية ٥ - هذا البناء الكبير
٣ - هذا الرجل المشهور ٦ - هذا الموظف المشهور

3. Nisba: The relative adjective

English has various devices for making adjectives from nouns, as illustrated

by these examples:

<u>Noun</u>	<u>Relative Adjective</u>
America	American
Rome	Roman
Finn	Finnish
element	elemental
base	basic

In Arabic, the main device for making such adjectives from nouns is the suffix يَّة -iyy- (feminine يَّة -iyya(t)-) added to the noun in place of any case ending it might have. Appropriate case endings are then added after this suffix.

<u>Noun</u>	<u>Adjective</u>		
	<u>m.</u>	<u>f.</u>	
لُبنَانُ 'Lebanon'	لُبنَانِيّ	لُبنَانِيَّة	'Lebanese'
مِصْرُ 'Egypt'	مِصْرِيّ	مِصْرِيَّة	'Egyptian'
وَطَنُ 'fatherland, nation'	وَطَنِيّ	وَطَنِيَّة	'national'
أَسَاسُ 'base'	أَسَاسِيّ	أَسَاسِيَّة	'basic'

Adjectives formed with this nisba suffix (Arabic نِسْبَة 'relationship') are called "nisba" or "relative" adjectives; they follow the same rules of agreement as any other adjective. The nisba suffix has been borrowed into English on such words as Iraqi, Kuwaiti, Baghdadi, etc.

In forming a relative adjective from a noun the nisba suffix is added to the noun stem, that is, the original noun stripped of any of the following that it might have:

- the definite article: اَلْعِرَاقُ 'Iraq'-- عِرَاقِيّ 'Iraqi'
- feminine suffix: اَلْقَاهِرَةُ 'Cairo'-- قَاهِرِيّ 'Cairene'
- these vowels or combinations:

-aa	أَمْرِيكََا	'America'	أَمْرِيكِيّ	'American'
	فَرَنْسَا	'France'	فَرَنْسِيّ	'French'
-iyaa	لِيْبِيَا	'Libya'	لِيْبِيّ	'Libyan'
	سُورِيَا	'Syria'	سُورِيّ	'Syrian'

Very often, in practice, ي -iyyun is pronounced ي -ii in its pausal form.

Nisba adjectives which are not formed according to the rules above or which have special meanings will be listed in the coming vocabularies; you will be expected to recognize or to form all other (regular) ones.

Drill 6. (Also on tape) Transformation: Prepositional phrase → nisba.

- a. 'The professor is from Lebanon.' → الاستاذ من لبنان ←
'The professor is Lebanese.' الاستاذ لبنانيّ .

١ - الاستاذ من مصر

٥ - الاستاذ من العراق

٢ - الاستاذ من القاهرة

٦ - الاستاذ من تونس

٣ - الاستاذ من امريكا

٧ - الاستاذ من لبنان

٤ - الاستاذ من الرباط

٨ - الاستاذ من الاردن

- b. 'The library is in America.' → المكتبة في امريكا ←

'The library is American.' المكتبة امريكية

١ - في تونس

٤ - في المغرب

٢ - في فرنسا

٥ - في الجامعة

٣ - في السودان

٦ - في السعودية

Drill 7. Substitution: Nisba with أَمّ .

'Is the director from Lebanon or Iraq?' الاستاذ : هل المدير من لبنان أم العراق ؟

'Is the director Lebanese or Iraqi?' الطالب : هل المدير لبنانيّ أم عراقيّ ؟

Repeat with the following:

١ - من امريكا ام فرنسا ؟

٤ - من الرياض ام الرباط ؟

٢ - من تونس ام المغرب ؟

٥ - من مصر ام سوريا ؟

٣ - من بيروت ام دمشق ؟

٦ - من الاردن ام الكويت ؟

Drill 8. Written. Transformation: Feminine → masculine.

Rewrite the following sentences, changing all feminine forms to masculine. Ex.

'The new student (f.) is Lebanese.' ← الطالبة الجديدة لبنانية.

'The new student (m.) is Lebanese.' الطالب الجديد لبناني.

١ - الزائرة الاجنبية اردنية.

٢ - الموظفة الجديدة عربية.

٣ - المديرة الموجودة هنا سودانية.

٤ - الاساتذة الجامعية مشهورة.

٥ - المدرسة المصرية قاهرية.

4. وَهِيَ and وَهُوَ

The particle وَ 'and' is one of those Arabic particles that are spelled with one letter, written as part of the following word, and unstressed. Before the words هُوَ 'he' and هِيَ 'she', however, وَ is preferably stressed and the two pronouns lose their first vowel, thus:

وَهُوَ 'and he' (wáhwa)

وَهِيَ 'and she' (wáhya)

Drill 9. Transformation: Conjunction with وَهُوَ .

Combine the two sentences provided into one sentence, using وَهُوَ or وَهِيَ .

Ex.

'The student's in the library.'

'The student's Lebanese.'

'The student's in the library and he's Lebanese.'

← { الطالب في المكتبة .
الطالب لبناني .

• الطالب في المكتبة وهو لبناني .

{ المتحف قديم .
المتحف كبير جداً .

- ٢

{ المدير موجود هنا .
المدير قاهري .

- ١

{ الكلمة موجودة في الكتاب. - ٦ - الكلمة عربيّة.	{ المكتبة في القاهرة. - ٣ - المكتبة حديثة.
{ الطالب في الصف. - ٧ - الطالب اجنبي.	{ الجملة في الدرس. - ٤ - الجملة اساسيّة.
	{ الكرسي في المكتب. - ٥ - الكرسي كبير.

5. Pronoun suffixes with nouns

In addition to independent pronouns, such as أَنَا 'I', أَنْتَ 'you' and هُوَ 'he', Arabic has pronoun suffixes--short forms added to the end of words. These suffixes may be added to most parts of speech, with different meanings resulting in each case. Pronoun suffixes added to nouns express possession. For example, the suffix هُ 'him' may be attached to the noun مَكْتَبُ 'office' to give مَكْتَبُهُ 'his office'. There is a pronoun suffix corresponding to each of the independent pronouns. The singular forms are as follows:

	<u>Independent</u>	<u>Suffix</u>	<u>Example</u>	
3 MS	هُوَ	هُ	مَكْتَبُهُ	'his office'
3 FS	هِيَ	هَا	مَكْتَبُهَا	'her office'
2 MS	أَنْتَ	كَ	مَكْتَبُكَ	'your office'
2 FS	أَنْتِ	كِ	مَكْتَبُكِ	'your office'
1 S	أَنَا	ي	مَكْتَبِي	'my office'

Three points may be noted about these constructions:

(1) When a pronoun suffix is added to a noun, the noun thereby becomes definite, and thus never has nunation or the definite article:

مَكْتَبٌ	'an office'	مَكْتَبُهُ	'his office'
الْمَكْتَبُ	'the office'		

In a noun-adjective phrase, the noun with pronoun suffix must therefore take a definite adjective:

مَكْتَبُهُ الْجَدِيدُ	'his new office'
جَامِعَتُكَ الْكَبِيرَةُ	'your large university'

(2) Pronoun suffixes are added to the noun after the case ending:

Nom.	مَكْتَبُكَ	'your office'
Gen.	مَكْتَبِكَ	
Acc.	مَكْتَبَكَ	

The first person singular suffix ي 'my', however, is added directly to the stem of the noun without the case ending:

Nom./Gen./Acc.	مَكْتَبِي	'my office'
----------------	-----------	-------------

(3) When هـ 'his' is added to a word ending in i, ii or y, its vowel is changed to -hi. Contrast the shape of هـ in the genitive as opposed to the other two cases.

Nom.	مَكْتَبُهُ	'his office'
Gen.	مَكْتَبِهِ	
Acc.	مَكْتَبَهُ	

This is strictly a matter of pronunciation; it happens after all parts of speech and is automatic after i, ii, or y.

Drill 10. (Also on tape) Substitution/transformation: Independent pronoun or noun → pronoun suffix. Ex.

كِتَابُهُ	كِتَابٌ - هُوَ ←
'his book'	'he' - 'book'
كِتَابُهَا	كِتَابٌ - مَرْيَمُ ←
'her book'	'Maryam' 'book'

Repeat with:

المدرّس	أنا
الاستاذة	أنتِ
أنتَ	هي
هو	مريم
المدرّسة	سامي

Drill 11. Written. Recognition: Possessive pronoun.

The following nouns have attached pronoun suffixes. Write the independent pronoun (هُوَ ، أنا ، etc.) which corresponds to each suffix. Ex.

هُوَ	كِتَابُهُ	
'he'	'his book'	
	استاذها	درسك
	مديركَ	قلمها
	كتابك	مكتبتي
	مكتبتي	مدرّسك
	جامعته	ورقته

Drill 12. (On tape) Written. Recognition: Pronoun suffixes.

أ - النص الأساسي

الدراسة في أمريكا

حضر كريم الى أمريكا من لبنان ودرس في جامعة جورجيتاون . وبعد
الحصول على شهادة في اللغة الانكليزية رجع الى بيروت ودرّس في مدرسة
ثانوية .

وداد صديقة كريم . درست اللغة العربية في الجامعة الامريكية
في بيروت ، وبعد سنة انتقلت الى جامعة تكساس في أوستن . بعد
الإنهاء من الدراسة ، رجعت الى الشرق الاوسط ودرّست في جامعة بغداد . completing

A. Basic TextStudying in America

Karim came to America from Lebanon and studied at Georgetown University.
After obtaining a degree in the English language, he returned to Beirut and
taught in a secondary school.

Widad is Karim's friend. She studied the Arabic language at the American
University in Beirut, and after a year she transferred to the University of
Texas at Austin. After completing her studies she returned to the Middle East
and taught at the University of Baghdad.

B. Vocabulary

ب - المفردات

السادس	the sixth
دراسة	study, studying (n.)
حضر الى ، من	he came to, from
كريم	Karim (m. name)

إِلَى	to
دَرَسَ	he studied
جورجتاون ، جورج تاون	Georgetown
بَعْدَ	after (prep.)
الْحُصُولُ عَلَى	obtaining (n.)
شَهَادَة	diploma, degree
لُغَة	language
لُغَوِي	(nisba of لُغَة) linguistic, language-(adj.); linguist, grammarian
إِنْكِلِيزِيّ ، إِنْجِلِيزِيّ	(pronounced ?ingiliiziyy) English (n. or adj.); Englishman
رَجَعَ	he returned
دَرَسَ	he taught
مَدْرَسَة	school
ثَانَوِيّ	secondary
صَدِيقٌ	friend
دَرَسَتْ	she studied
سَنَة	year
سَنَوِيّ	(nisba of سَنَة) yearly, annual
اِنْتَقَلَتْ	she transferred, she moved
تَكْسَاس	Texas
أَوْسْتِن	Austin
رَجَعَتْ	she returned
الْمَشْرِقُ الْاَوْسَطُ	the Middle East (شَرْقٌ 'east')
دَرَسَتْ	she taught
بَغْدَاد	Baghdad

Vocabulary note: الخ 'etc.' is an abbreviation of إِلَى آخِرِهِ 'et cetera, and so forth' (lit., "to its end").

1. The definite article: Generic use
2. Verbs: Perfect tense, 3 m.s. and 3 f.s.
3. Verbal sentences
4. Idāfa constructions (الإضافة)

1. The definite article: Generic use

In English a singular noun with the definite article may refer to the whole class of beings or things indicated by the noun. Thus, in "The horse is a noble animal" reference is made not to some particular horse but to horses in general. Often, a plural noun without the article expresses the same idea: "Horses are noble animals." The use of the article to indicate a whole class is quite restricted in English: not only must the noun be singular; it must also refer to countable things rather than to substance in a mass, or to abstractions: the article can be used in "The wheel was their greatest invention" but not in "Sugar is expensive" or "Honesty is the best policy".

In Arabic the definite article is regularly used to express the whole class, but without the restrictions which apply to English. The Arabic article is used in this sense with both singular and plural nouns, and with countable or non-countable nouns. Three important categories where the article is used in Arabic are as follows:

a. General class of persons or things

"Students look forward to vacations."

"Watermelon is good for you."

"Prices are high there."

b. Abstractions

"Bravery was their most admirable quality."

"Truth is stranger than fiction."

c. Actions or states

"after obtaining a degree"

بَعْدَ الْحُصُولِ عَلَى شَهَادَةٍ

"in studying here"

فِي الدِّرَاسَةِ هُنَا

"after completing (one's) studies"

بَعْدَ الْإِنْتِهَاءِ مِنَ الدِّرَاسَةِ

2. Verbs: Perfect tense, 3 m.s. and 3 f.s.

The Arabic verb has two tenses, the perfect and the imperfect. Very briefly, the perfect tense is used to narrate completed events, e.g. "He arrived yesterday", while the imperfect basically describes situations or events which have not yet been completed, e.g. "He is studying for a test", "He is going to eat later". In this lesson the perfect tense is introduced.

The verbs

حَضَرَ إِلَى	'he came to'	حَضَرَتْ إِلَى	'she came to'
دَرَسَ	'he studied'	دَرَسَتْ	'she studied'
رَجَعَ	'he returned'	رَجَعَتْ	'she returned'
دَرَّسَ	'he taught'	دَرَّسَتْ	'she taught'

are in the perfect tense; they denote a completed action or event, corresponding in general to what in English is usually termed the past tense (as in "he went") or the present perfect (as in "he has gone"). Verbs in the perfect tense consist of a stem and a subject marker. The stem indicates the basic meaning and the tense of the verb; the subject marker indicates the person, gender, and number of the subject. The following chart shows the stems of

the verbs shown above:

ḥadar-	'came'
daras-	'studied'
rajaʿ-	'returned'
darras-	'taught'

The two subject markers taken up in this lesson are:

<u>-a</u>	indicating that the subject is third person, masculine, singular (3 m.s.)
<u>-at</u>	indicating that the subject is third person, feminine, singular (3 f.s.)

Thus, in the verbs of this lesson, if the subject of the verb is masculine singular (for example كَرِيمٌ 'Karim'), the verb form ends in اَ -a; if the subject is feminine singular (for example وَدَادُ 'Widad') the verb form ends in اتْ -at. Examples:

حَضَرَ كَرِيمٌ.	'Karim came.'
حَضَرَتْ وَدَادُ.	'Widad came.'

Since the verb form includes a subject-marker, it is not necessary in Arabic, as it is usually in English, to express a pronoun subject:

رَجَعَ	'he returned'
رَجَعَتْ	'she returned'

If a verb ending in the subject-marker اتْ -at is followed by waṣla, a helping vowel اِ -i is added to it:

دَرَسَتِ الطَّالِبَةُ	'the student (f.) studied'
دَرَسَتِ اللُّغَةَ	'she studied the language'

Now do Drills 1 and 2.

Drill 1. Recognition: Subject of verb.

Give the independent pronoun corresponding to the subject of each verb in the sentences read. Ex.

'He studied Arabic.'

درس اللغة العربية - هو

- | | |
|-----------------------------------|-----------------------------|
| ٦ - رجعت من بيروت. | ١ - درّست في مدرسة ثانوية. |
| ٧ - درّس في جامعة القاهرة | ٢ - رجع الى لبنان. |
| ٨ - انتقل الى بغداد. | ٣ - حضر الى الصفّ. |
| ٩ - حضرت الى بيروت من دمشق. | ٤ - انتقلت الى جامعة تكساس. |
| ١٠ - درست اللغة العربية في لبنان. | ٥ - درس اللغة الانكليزية. |

Drill 2. (Also on tape) Substitution: Verbal sentences.

Substitute the following words for the underlined item.

a. 'Karim came to America.'

حضر كريم الى امريكا.

المدير	سمير
السيد سليم	الزائر الاجنبي
	سامي

b. 'Widad studied French.'

درست وداد اللغة الفرنسية

الطالبة	السكرتيرة
سميرة	مريم
الآنسة هند	

c. 'Farid transferred to the University of Baghdad.'

انتقل فريد الى جامعة بغداد

السيد سامي
الآنسة نانسي

الطالبة
هند
الاستاذ

3. Verbal sentences

In previous lessons we have described and illustrated equational sentences. Now we take up the second of the three main types of Arabic sentences, the verbal sentence. A verbal sentence contains a verb. In its simplest form a verbal sentence consists of only one word, the verb itself, the subject being indicated by the form of the verb:

رَجَعَ.	'He returned.'
رَجَعَتْ.	'She returned.'

A verbal sentence may also contain an expressed subject, for example a noun or a noun-adjective phrase. The usual order is verb first, then subject. The subject is in the nominative case. The verb agrees with the subject in gender: if the subject is masculine, the verb is in its masculine form; if the subject is feminine, the verb is in its feminine form. Examples:

Subject	Verb	
كَرِيمٌ.	رَجَعَ	'Karim returned.'
الطَّالِبَةُ الْجَدِيدَةُ.	رَجَعَتْ	'The new student (f.) returned.'

If a feminine subject follows the verb, but is separated from it by another word or phrase, the verb may be either masculine or feminine:

إِلَى الْجَامِعَةِ زَائِرَةٌ أجنبية.	حَضَرَ	'A foreign visitor (f.) came to the university.'
	حَضَرَتْ	

The verb agrees with the first member of a compound subject: رَجَعَتْ كَرِيمَةُ وَسَمِيرٌ.

A verbal sentence may contain an object of the verb. Here the usual order, is verb - (subject) - object (the parentheses around the word "subject" mean that in such sentences there may or may not be an expressed subject). The object of a verb is in the accusative case. Examples:

Object	Subject	Verb	
اللُّغَةُ الْعَرَبِيَّةُ.	وِدَادُ	دَرَسَتْ	'Widad studied the Arabic language.'
لُغَةً أجنبيةً.		دَرَسَتْ	'She studied a foreign language.'

Finally, a verbal sentence may contain one or more adverbs, or adverbial phrases, modifying the verb. These adverbial modifiers are typically words or phrases that answer such questions as "where?" (answer: in a secondary school, at Cairo University); "where to?" (to Egypt); "where from ?" (from Iraq); "when?" (yesterday), and so on. Adverbial modifiers may occur in various positions within the verbal sentence; they are underlined in the following examples:

بَعْدَ سَنَةٍ انتَقَلَتْ إِلَى أَوْسْتِن.	'After a year she transferred to Austin.'
حَضَرَ كَرِيمٌ إِلَى أَمْرِيكََا مِنْ لُبْنَانِ.	'Karim came to America from Lebanon.'
دَرَسَتْ فِي جَامِعَةِ بَغْدَادَ.	'She taught at the University of Baghdad.'

Sentences of any type may be introduced or joined by a conjunction, for example وَ 'and'. It is much more common for an Arabic sentence to begin with وَ than it is for an English sentence to begin with "and". Examples:

أَنَا طَالِبٌ وَأَنْتَ أَسْتَاذٌ.	'I'm a student and you're a professor.'
حَضَرَ كَرِيمٌ مِنْ لُبْنَانٍ وَدَرَسَ فِي جَامِعَةِ جُورْجَتَاونَ .	'Karim came from Lebanon and studied at Georgetown University.'
وَبَعْدَ سَنَةٍ رَجَعَ إِلَى بَيْرُوتَ.	'(And) after a year he returned to Beirut.'

Drill 3. Written. Recognition.

Copy the following sentences. If the subject is expressed, put it in (parentheses); if there is an object of the verb, underline it once; if there is an adverbial modifier, underline it twice. Ex.

درس (كريم) اللغة العربية في بغداد.

- ١ - رجعت وداد من القاهرة.
- ٢ - وبعد سنة انتقل الى جامعة الرياض.
- ٣ - درس فريد اللغة الفرنسية و درست نانسي اللغة العربية.
- ٤ - رجع سليم وفريدة من المغرب.
- ٥ - هل حضر كريم الى الصف ؟

4. Idāfa constructions: الإضافة

Note the examples shown below:

مَكْتَبُ الْمُدِيرِ	'the office of the director'
بَابُ الْمَتَحَفِ	'the door of the museum'
لُغَةُ النِّصْرِ	'the language of the text'

These are examples of a very common Arabic construction called an idāfa (a word meaning 'addition' or 'annexion'). An idāfa is a phrase consisting of two nouns, the second immediately following the first. These nouns are called the first term and the second term of the idāfa. The first term is the head of the phrase: in the examples above we are talking about some kind of office, or door, or language. The second term gives further information about the first: for example, it tells us whose office, which door, what language.

The idāfa is the usual way to express the relationship of possession--the first term being the possessed and the second term the possessor. But it serves also to express the various kinds of modifications expressed in the English translations outlined in the following paragraph.

An idāfa construction usually corresponds to one of three English constructions. The first is an "of" construction, as we have seen (in the following examples the Arabic first term and the corresponding English noun are underlined):

مَكْتَبُ الْمُدِيرِ 'the office of the director'

The second is a construction involving the possessive 's (or s):

مَكْتَبُ الْمُدِيرِ 'the director's office

The third is a construction in which the two English nouns are directly juxtaposed, the first modifying the second:

مَكْتَبُ الْمُتَحَفِ 'the museum office'

From these three examples it can be seen that in Arabic the head noun (مَكْتَبٌ) is always the first, whereas in English the position of the head noun (office) varies. Which of the three types of English construction should be selected to translate an Arabic idāfa depends on English usage; as far as the Arabic is concerned, there is only one possible order of words.

Now let us examine more closely the function of the idāfa and its constituent elements. These are the important points to remember:

a. As a noun phrase, the whole idāfa functions as a single unit within a sentence, serving as subject, predicate, object of verb or preposition, and so on. The first term may be in any case, depending on the function of the idāfa within the sentence. The second term of an idāfa is always genitive.

Examples:

<p><u>First term nominative</u></p> <p style="text-align: center;">هَذَا مَكْتَبُ الْمُدِيرِ</p>	<p>'This is the director's office.'</p>
--	---

First term genitive

سَلِيمٌ فِي مَكْتَبِ الْمُدِيرِ.

'Salim is in the director's office.'

First term accusative

دَرَسَتْ نَصَّ الدَّرْسِ.

'She studied the text of the lesson.'

b. The first term never has the definite article or nunation. The second term may have either. All previous examples have shown the second term with the definite article. Here are examples in which it has nunation:

كِتَابُ طَالِبٍ	'a student's book'
مُوظَّفُ جَامِعَةٍ	'a university employee'
مُدِيرُ مَتْحَفٍ	'a museum director'

c. If the second term is definite, then the first term (and the whole idāfa) is definite. The second term, like any noun, is definite if it has the definite article or a pronoun suffix, or if it is a proper noun:

<u>Second term definite</u>	
قَلَمُ الْمُدَرِّسِ	'the teacher's pencil'
قَلَمُ أَسْتَاذِهِ	'his professor's pencil'
قَلَمُ مَرْيَمَ	'Maryam's pencil'
جَامِعَةُ جُورْجِ تاون	'Georgetown University'

If the second term is indefinite, then the first term (and the whole idāfa) is indefinite.

<u>Second term indefinite</u>	
قَلَمُ مُدَرِّسٍ	'a teacher's pencil'
مُدَرِّسُ لُغَةٍ	'a language teacher'

Now do Drills 4 and 5.

In 2.C.4 we learned that a noun after vocative يا is in the nominative case; if, however, that noun is the first term of an idāfa, it is put in the accusative case. Compare:

يا أستاذُ 'O Professor!'
يا أستاذَ اللغة العربية 'O Professor of Arabic!'

Now do Drills 4 and 5.

Drill 4. Written.

Underline the idāfa's in each of the following sentences: Ex.

'Karim studied at the University of Rabat.'

درس كريم في جامعة الرباط..

- ١ - مكتب المدير قريب من هنا .
- ٢ - رجع بعد الانتهاء من دراسة اللغة العربية .
- ٣ - انتقل بعد سنة الى جامعة بغداد.
- ٤ - صديقها مدير متحف وصديقتها مدرسة لغة .
- ٥ - كتاب الطالب جديد.
- ٦ - انتقل صديق وداد الى تونس.

Drill 5. Written.

Make the following into sentences by forming an idāfa from the words in parentheses. Vocalize each sentence and translate into English. Ex.

(الكتاب - الرجل) هنا ←
'The man's book is here.'

- ١ - صديقي في (المكتب - السكرتير) .
- ٢ - هل درست (الكتاب - الاستاذ) أم (الكتاب - الاستاذة) ؟
- ٣ - (المتحف - الجامعة) مشهور.
- ٤ - (الشهادة - صديقه) في اللغة الانكليزية .
- ٥ - رجع من (المكتب - الموظف) .
- ٦ - درس (النص - الدرس) الجديد .

D. Comprehension passage

د - نصوص لفهم

Read the following passages and then do Drills 6 and 7, which are based on them.

أ - حضر السيد فريد من السودان الى القاهرة • درس اللغة العربية في جامعة القاهرة • وبعد الدراسة رجع الى السودان وهو الآن موظف كبير في الخرطوم •

Drill 6. Written.

أسئلة

- ١ - من أين السيد فريد ؟
- ٢ - أين درس ؟
- ٣ - هل حصل على شهادة جامعية في السودان ؟
- ٤ - هل هو طالب الان ؟

ب - السيد الدكتور سمير سليم مدير المكتبة في جامعة القاهرة • مكتبة الجامعة بناء قديم قريب من المتحف • سكرتيرة الدكتور سمير آنسة مصرية وهي وداد نجيب • حصلت الآنسة وداد على الوظيفة بعد سنة من أنتهاء position, job, end

she obtained

• دراستها

Drill 7. Written.

أسئلة

- ١ - من الدكتور سمير سليم ؟
- ٢ - من سكرتيرة الدكتور سليم ؟
- ٣ - أين مكتبة الجامعة ؟
- ٤ - هل بناء المكتبة جديد ؟
- ٥ - هل السكرتيرة لبنانية ؟

E. General drills

ه - التمارين العامة

Drill 8. Written.

Rewrite the Basic Text, changing masculine to feminine and feminine to masculine (substitute وداد for كريم and كريم for وداد) Ex.

حضرت وداد الى امريكا

Drill 9. Translation.

'The university library is a modern building.'

مكتبة الجامعة بناء حديث .

- ١ - درس نص الدرس .
- ٢ - صديق فريد طالب عراقي .
- ٣ - درّست هند في جامعة القاهرة .
- ٤ - انتقلت السكرتيرة الى مكتب المدير .
- ٥ - مدير المتحف رجل مشهور .
- ٦ - الاستاذ كريم مدرّس اللغة الانكليزية .

Drill 10. Give correct response: (Suggestions for teacher)

- ١ - مرحبا .
- ٢ - صباح الخير .
- ٣ - كيف الحال؟
- ٤ - من انت؟
- ٥ - من اين انت؟
- ٦ - هل انت لبناني؟
- ٧ - ما هذا؟ (كتاب ، لوح ، باب الخ)
- ٨ - أهذا كتابك؟
- ٩ - هل المكتبة قريبة من هنا؟
- ١٠ - من استاذك؟
- ١١ - من اين هو؟
- ١٢ - شكرا .

أ - النصّ الاساسيّ

طالب وطالبة

سالي : - أين درست اللغة الانكليزية يا أحمد ؟

أحمد : - درست اللغة الانكليزية في مدرسة ثانوية .

سالي : - وأين درست بعد ذلك ؟

أحمد : - في جامعة الأزهر في القاهرة .

سالي : - ماذا درست في تلك الجامعة ؟

أحمد : - التاريخ الاسلامي .

سالي : - هل درست عن أمريكا ؟

أحمد : - ليس في الجامعة ، لكن قرأت شيئا عن تاريخ أمريكا . وأنت

يا سالي ، أين تعلّمت العربية ؟

سالي : - تعلّمت العربية في مدرسة خاصة في مصر . وبعد ذلك بدأت

الدراسة في جامعة القاهرة .

أحمد : - هل أكملت الدراسة الجامعية هناك ؟

سالي : - لا . رجعت الى أمريكا وتابعت الدراسة في جامعة أمريكية .

A. Basic text

A Pair of Students

Sally: Where did you study English, Ahmad?

Ahmad: I studied English in a secondary school.

Sally: And where did you study after that?

Ahmad: At Al-Azhar University in Cairo.

Sally: What did you study at that university?

Ahmad: Islamic history.

Sally: Did you study about America?

Ahmad: Not at the university, but I have read something on American history. And you, Sally--where did you learn Arabic?

Sally: I learned Arabic in a private school in Egypt. After that I began studying at the University of Cairo.

Ahmad: Did you finish your university studies there?

Sally: No, I returned to America and went on with my studies in an American university.

B. Vocabulary

ب - المفردات

السَّابِعُ	the seventh
سالي	Sally
دَرَسْتُ	you (m.s.) studied
اللُّغَةُ الْإِنْكَلِيزِيَّةُ ، الْإِنْكَلِيزِيَّةُ	(the) English (language)
أَحْمَدُ	Ahmad (m. name)
دَرَسْتُ	I studied
مَاذَا؟	what?
تِلْكَ	(f.) that
تَارِيخُ	history
الْإِسْلَامُ	Islam
عَنْ	about, concerning
لَكِنْ	but, however
قَرَأْتُ	I read (past)
شَيْءٌ	thing, something
تَعَلَّمْتُ	you (f.s.) learned
اللُّغَةُ الْعَرَبِيَّةُ ، الْعَرَبِيَّةُ	(the) Arabic (language)
تَعَلَّمْتُ	I learned
خَاصٌّ	special; private
ذَلِكَ	(m.) that

بَدَأْتُ	I began
أَكْمَلْتُ	you (f.s.) finished, completed
هُنَاكَ	there
رَجَعْتُ	I returned, went back, came back
تَابَعْتُ	I continued, went on with

C. Grammar and drills

ج - القواعد والتمارين

1. Perfect tense: 2 m.s., 2 f.s., 1 s.
2. 'What?': مَا and مَاذَا
3. Negation of word or phrase: لَيْسَ
4. Demonstratives: ذَلِكَ and تِلْكَ
5. Numerals 11-19

1. Perfect tense: 2 m.s., 2 f.s., 1 s.

In perfect tense verbs, the subject marker تَ -ta indicates that the subject is 2 m.s. (that is, أَنْتَ 'you' when speaking to one male person), for example:

أَيْنَ دَرَسْتَ يَا أَحْمَدُ؟ 'Where did you study, Ahmad?'

The subject-marker تِ -ti indicates that the subject is 2 f.s. (that is, أَنْتِ 'you' when speaking to one female person), for example:

أَيْنَ دَرَسْتَ يَا سَالِي؟ 'Where did you study, Sally?'

The subject-marker تُ -tu indicates that the subject is 1 s. (أَنَا 'I'), no matter whether the speaker is male or female, for example:

دَرَسْتُ فِي بَيْرُوتَ. 'I studied in Beirut.'

These subject-markers, like the 3 s. markers described in Lesson 6, are suffixed to the stem of the verb:

		3 MS	3 FS	2 MS	2 FS	1 S
Stem		هو	هي	انتَ	انتِ	انا
دَرَسَ -	'studied'	دَرَسَ	دَرَسَتْ	دَرَسْتَ	دَرَسْتِ	دَرَسْتُ
حَضَرَ - الى	'came'	حَضَرَ	حَضَرَتْ	حَضَرْتَ	حَضَرْتِ	حَضَرْتُ
رَجَعَ -	'returned'	رَجَعَ	رَجَعَتْ	رَجَعْتَ	رَجَعْتِ	رَجَعْتُ
قَرَأَ -	'read'	قَرَأَ	قَرَأَتْ	قَرَأْتَ	قَرَأْتِ	قَرَأْتُ
بَدَأَ -	'began'	بَدَأَ	بَدَأَتْ	بَدَأْتَ	بَدَأْتِ	بَدَأْتُ
دَرَسَ -	'taught'	دَرَسَ	دَرَسَتْ	دَرَسْتَ	دَرَسْتِ	دَرَسْتُ
تَعَلَّمَ -	'learned'	تَعَلَّمَ	تَعَلَّمَتْ	تَعَلَّمْتَ	تَعَلَّمْتِ	تَعَلَّمْتُ
تَابَعَ -	'pursued'	تَابَعَ	تَابَعَتْ	تَابَعْتَ	تَابَعْتِ	تَابَعْتُ
أَكْمَلَ -	'completed'	أَكْمَلَ	أَكْمَلَتْ	أَكْمَلْتَ	أَكْمَلْتِ	أَكْمَلْتُ
إِنْتَقَلَ -	'transfer'	إِنْتَقَلَ	إِنْتَقَلَتْ	إِنْتَقَلْتَ	إِنْتَقَلْتِ	إِنْتَقَلْتُ
Subject-markers:		ـ	ـت	ـت	ـتِ	ـتُ

Verb forms ending in the suffixes -ta and -tu have an identical pause form ending in -t:

دَرَسْتَ	'you (m.s.) studied'	} = <u>darast</u>
دَرَسْتُ	'I studied'	

Verb forms ending in the feminine suffix -ti remain unchanged in the pause form.

In dictionaries and vocabularies, Arabic verbs are customarily listed in the 3 m.s. form of the perfect tense, for example دَرَسَ, because this is the shortest of all the forms. This is literally 'he studied', but the English equivalent is usually listed as an infinitive, 'to study', and this practice will be observed in subsequent lessons.

Now do Drills 1, 2 and 3.

Drill 1. Written. Recognition: Singular verb endings.

Circle the subject-marker, i.e., the ending which shows the subject of the verb. Then give the independent pronoun corresponding to the verb form.

Ex. هو دَرَسَ : دَرَسَ
 'he' 'He studied'

أَكْمَلْتُ	دَرَسْتُ
بَدَأْتُ	دَرَسْتُ
رَجَعْتُ	قَرَأْتُ
أَكْمَلْتُ	تَعَلَّمْتُ
تَعَلَّمْتُ	تَابَعْتُ

Drill 2. (Also on tape) Conjugation.

Change the verb in the model sentence, according to the items given below:

'I studied Arabic.' انا-درست اللغة العربية .

سامي	انت
وداد	هو
انا	هي

Repeat with:

- ١ - قرأتُ كتاباً جديداً .
- ٢ - أكملتُ الدراسة هنا .
- ٣ - تعلمتُ اللغة الانكليزية .
- ٤ - بدأتُ دراسة التاريخ الاسلامي .

Drill 3. Questions and answers.

Answer the following questions with the appropriate verb form. Ex.

'Did you study?'

هل درستَ ؟

'Yes, I studied.'

• نعم درستُ .

١ - هل درستُ العربية ؟

درسَ

درستُ

درستِ

درستُ

٢ - هل أكملتُ الدراسة هناك ؟

أكملُ

أكملتُ

أكملتِ

أكملتُ

أكملتِ

2. 'What?': ما and ماذا

There are two Arabic words corresponding to the English interrogative 'what?', but they are used in different types of sentences. The interrogative ما occurs as the predicate of an equational sentence (and, as an interrogative, it comes first):

'What's this?' ما هذا ؟

'What's that big building?' ما هذا البناء الكبير ؟

Only the interrogative ماذا , on the other hand, serves as the subject or object of the verb in a verbal sentence. In these examples it is the object:

ماذا دَرَسَتْ وِدادُ؟	'What did Widad study?'
ماذا دَرَسَ فِي جامِعةِ جورجِتاونِ ؟	'What did he teach at Georgetown University?'

When the interrogative ما 'what?' is the object of a preposition, it is written as one word with the preposition, and with a fatha rather than an alif:

مِمَّ = مِنْ + ما	'from what?' (with assimilation of <u>n</u> to <u>m</u>)
عَمَّ = عَنْ + ما	'about what?' (with assimilation of the <u>n</u> to <u>m</u>)
فِيمَ = فِي + ما	'in what?'
إِلَامَ = إِلَى + ما	'to what?'

ما 'what?' does not combine with بَعْدَ 'after' or أَمَامَ 'in front of', or any other preposition ending in fatha.

Now do Drill 4.

Drill 4. Written. Transformation: Statement → question with ما or ماذا .

Make questions based on the following sentences, using either ما or ماذا as appropriate. Ex.

'This is a big door.'

هذا باب كبير.

'What's this?'

ما هذا ؟

- | | |
|---------------------------------|----------------------------|
| ٦ - هذه طاولتي الجديدة . | ١ - تعلّمت العربية هنا . |
| ٧ - درست تاريخ مصر . | ٢ - هذه مدرسة ثانوية . |
| ٨ - هذه مكتبة المدير . | ٣ - درس اللغة الانكليزية . |
| ٩ - تعلّمت الانسة هندالفرنسية . | ٤ - هذا كرسيّ جديد . |
| ١٠ - هذا متحف وطني . | ٥ - هذا نصّ اساسي . |

3. Negation of word or phrase: لَيْسَ

In 4.C.1 we saw how the various forms of لَيْسَ are used to make an equational sentence negative. The third person masculine form لَيْسَ is also used to negate single words and phrases. This usage generally occurs in short replies--not complete sentences--to questions or suggestions:

هَلْ دَرَسْتَ عَنْ أَمْرِيكَ ؟ 'Did you study about America?'

لَيْسَ فِي الْجَامِعَةِ . 'Not at the university.'

أَيْنَ دَرَسَتِ الْعَرَبِيَّةَ ؟ هُنَا ؟ 'Where did she teach Arabic? Here?'

لا . لَيْسَ هُنَا . دَرَسَتِ الْعَرَبِيَّةَ فِي تِكْسَاسِ . 'No, not here. She taught Arabic in Texas.'

Now do Drill 5.

Drill 5. (Also on tape) Negation of phrase.

Negate the second part of each of the following questions using لَيْسَ .

Ex.

أَيْنَ دَرَسْتَ الْعَرَبِيَّةَ ؟ فِي الْجَامِعَةِ ؟ At the university? 'Where did you study Arabic? At the university?'

لا . لَيْسَ فِي الْجَامِعَةِ . 'No. Not at the university.'

- ١ - مَنْ أَيْنَ أَنْتَ ؟ مِنَ الْخُرطوم ؟
- ٢ - أَيْنَ الْمَدِير ؟ فِي الْمَكْتَبَةِ ؟
- ٣ - أَيْنَ تَعَلَّمَ الْإِنْكَلِيزِيَّةَ ؟ هُنَا ؟
- ٤ - مَنْ أَيْنَ حَضَرَ كَرِيم ؟ مِنْ سوريَا ؟
- ٥ - أَيْنَ جَامِعَةُ الْأَرْهَرِ ؟ فِي دَمَشَقِ ؟
- ٦ - أَيْنَ أَكْمَلْتَ دِرَاسَتَكَ ؟ فِي جَامِعَةِ مِيشْغَانِ ؟
- ٧ - أَيْنَ دَرَسْتَ بَعْدَ الْحَصُولِ عَلَى الشَّهَادَةِ ؟ فِي الشَّرْقِ الْاَوْسَطِ ؟

4. Demonstratives: ذَلِكَ and تِلْكَ

In addition to هَذَا (f. هَذِهِ), there is another demonstrative ذَلِكَ (f. تِلْكَ) 'that'. Like هَذَا, it may be used as a pronoun, functioning alone as subject, predicate, or object of verb or preposition; or it may occur with a noun (with definite article) in a demonstrative phrase:

بَعْدَ ذَلِكَ	'after that'
فِي تِلْكَ السَّنَةِ	'in that year'

The difference between the two demonstratives is that هَذَا / هَذِهِ may refer to something near the speaker or not so near, and thus may correspond to either 'this' or 'that' depending on the context; while ذَلِكَ / تِلْكَ usually refers to something fairly distant, or remote in time, and is thus usually translated 'that'. Also, when two things are contrasted, هَذَا is often used for one and ذَلِكَ for the other:

هَذَا حَدِيثٌ وَذَلِكَ قَدِيمٌ .	'This is modern and that is ancient.'
----------------------------------	---------------------------------------

Now do Drill 6.

Drill 6. Written. Completion.

Fill in the correct form of the demonstrative pronoun.

- ١ - هذا الرجل اجنبي و _____ امريكي .
- ٢ - _____ بناء قديم وذلك حديث .
- ٣ - هذه الجامعة قريبة و _____ بعيدة .
- ٤ - _____ الانسة هند و _____ و داد .
- ٥ - _____ المتحف حديث و _____ قديم .

5. Numerals 11 - 19 (Also on tape)

The following forms of these numerals are used in counting:

11	eleven	أَحَدَ عَشَرَ	١١
12	twelve	إِثْنَا عَشَرَ	١٢
13	thirteen	ثَلَاثَةَ عَشَرَ	١٣
14	fourteen	أَرْبَعَةَ عَشَرَ	١٤
15	fifteen	خَمْسَةَ عَشَرَ	١٥
16	sixteen	سِتَّةَ عَشَرَ	١٦
17	seventeen	سَبْعَةَ عَشَرَ	١٧
18	eighteen	ثَمَانِيَةَ عَشَرَ	١٨
19	nineteen	تِسْعَةَ عَشَرَ	١٩

D. Comprehension passage

د • نَصُوصٌ لِّلْفَهْمِ

Read the following passage and then do Drill 7, which is based on it.

درس السيد احمد نجيب التاريخ الاسلامي في جامعة الازهر في القاهرة.

ودرس اللغة الفرنسية في مدرسة خاصة • انتقل بعد ذلك الى باريس
وأكمل الدراسة الجامعية هناك •

now رجع السيد احمد نجيب الى القاهرة ، وهو الآن مدير مدرسة

Alexandria

• ثانوية مشهورة في الإسكندرية

Drill 7. True or false.

صَوَابٌ أَمْ خَطَأٌ

- ١ - السيد احمد نجيب مدير متحف •
- ٢ - درس السيد احمد نجيب في امريكا •
- ٣ - درس السيد احمد نجيب اللغة الفرنسية •
- ٤ - درس السيد احمد نجيب في مدرسة خاصة •
- ٥ - اكمل السيد احمد نجيب دراسته الجامعية في مصر •
- ٦ - الازهر مدرسة ثانوية في القاهرة •

E. General drills

هـ - التَّمارِينُ العامَّةُ

Drill 8. Transformation: Nisba.

'This student is from Beirut.'

هذا الطالب من بيروت •

'This student is a Beirut.''

هذا الطالب بيروتي •

١ - هل أستاذك من أمريكا ؟

٢ - درست في جامعة في المغرب •

٣ - تعلّمت العربيّة من صديق من السعوديّة •

٤ - هذه الطالبة من العراق وتلك من الأردن •

٥ - هذا الرجل من السودان وذلك من مصر •

٦ - هل تعلّمت العربيّة في مدرسة في تونس ؟

Drill 9. (Also on tape) Substitution: Possessive pronouns.

Change the pronoun suffix in the model sentence, according to the cues given. Ex.

'My friend read an Arabic book.'

قرأ صديقي كتاباً عربياً •

أنتَ هي

هو أنتَ

أنتِ أنا

Repeat with:

قرأت صديقتي كتاباً عربياً •

Drill 10. (On tape) Written. Recognition: Demonstrative.

Drill 11. Written. Completion. Fill in the blanks in the sentences below, based on the Basic Text for this lesson. (Try to do it without referring back to the text.)

درس أحمد الأنكليزيّة في — ثانويّة وبعد ذلك درس —
في جامعة الأزهر في — . و — شيئا عن تاريخ أمريكا .
تعلمت سالي — في مدرسة خاصّة وبعد ذلك — الدراسة في
جامعة القاهرة . — الى أمريكا و — الدراسة هناك .

Drill 12. Translation.

1. Did you (f.s.) study Arabic in a secondary school?
2. No, not in (a) secondary school. I learned Arabic at the University of Michigan.
3. What did you study in (the) secondary school?
4. I studied English and the history of America.
5. Where is the University of Michigan?
6. It is in Ann Arbor.
7. Is it a big university?
8. Yes.

أ - النص الاساسي

اخبار من الجامعة

- ١ - رجع رئيس الجامعة الى الشرق الاوسط أمس بالطائرة .
- ٢ - اصدرت الجامعة كتابا جديدا بعنوان " نحن ولغتنا " .
- ٣ - استمع الطلاب الجدد لمحاضرة بعنوان " لستم الآن في مدرسة ثانوية " .
- ٤ - استقبل الرئيس الاساتذة الجدد وهم : استاذ اللغة الانكليزية ،
واستاذ التاريخ الاسلامي ، واستاذة اللغة العربية .
- ٥ - عنوان محاضرة الاستاذ الزائر اليوم هو " انتم وجامعتكم " .

A. Basic textNews from the University

1. The president of the university returned to the Middle East yesterday by plane.
2. The university has published a new book by the title of We and Our Language.
3. The new students listened to a lecture with the title "You Are Not in Secondary School Now."
4. The president received the new professors. They are: the professor of English, the professor of Islamic history and the professor of Arabic.
5. The title of the visiting professor's lecture today is "You and Your University".

B. Vocabulary

ب - المفردات

الثامن	the eighth
اخبار	(p.) news, news items
رئيس	president
أمس	yesterday
بـ	by, with, by means of
طائرة	airplane
أصدر	to publish

عُنْوَانٌ	title
بِعُنْوَانِ	by the title (of)
نَحْنُ	we
اسْتَمَعَ لـ / إِلَى	to listen to
طُلَّابٌ	students
جَدُدٌ	(p.) new
مُحَاضَرَةٌ	lecture
لَسْتُمْ	you (m. p.) are not
الآنَ	now
اسْتَقْبَلَ	to receive, welcome, meet
أَسَاتِذَةٌ	(p. of أَسْتَازٌ) professors
هُمْ	(m. p.) they
الْيَوْمَ	today
أَنْتُمْ	(m. p.) you

Additional vocabulary

لَيْسُوا	they (m.) are not
لَسْنَا	we are not
هُنَّ	they (f.p.)
أَنْتُنَّ	you (f.p.)
لَسْنَ	they (f.) are not
لَسْتُنَّ	you (f.p.) are not

C. Grammar and drills

ج - القواعد والتمارين

1. Idāfa: Noun phrase as second term
2. Verb-subject agreement: Plural subject
3. Independent pronouns: Plural
4. Pronoun suffixes: Plural
5. Negative لَيْسَ : Plural forms
6. Helping vowels: Summary

1. Idāfa: Noun phrase as second term

The idāfa construction consists of two terms, each term being most commonly a single noun (see 6.C.4). Consider, however, the phrase بِعُنْوَانٍ «نَحْنُ وَلُغَتُنَا» 'by the title (of) We and Our Language'. Here (as the object of the preposition بِ 'by') we have an idāfa whose first term is the single noun عُنْوَانٍ 'title' but whose second term is the whole phrase within the quotation marks. The first term, عُنْوَانٍ, follows the usual rules for the first term of an idāfa: appropriate case (here genitive after a preposition), no definite article, no nunation. The second term of an idāfa is genitive, but when it is a quoted item it has no genitive ending; rather it has whatever case endings may be required by its own internal structure. Other examples:

- تَعَلَّمْنَا كَلِمَةً 'إِضَافَةٌ' 'We have learned the word "idāfa".'
- فِي جُمْلَةٍ 'الطُّلَابُ هُنَا' 'in the sentence "The students are here."'

These examples all illustrate the fact that the second term of an idāfa may be a phrase or clause which acts as a unit, as though it were a single noun.

Now consider the phrase:

عُنْوَانُ مُحَاضَرَةِ الْأُسْتَاذِ 'the title of the professor's lecture'

This is an idāfa in which the first term is a single noun (عُنْوَانُ), and the second term is a noun phrase (مُحَاضَرَةُ الْأُسْتَاذِ) which is itself an idāfa, with a first term and a second term. This kind of construction is called a complex idāfa. The following statements apply to complex idāfas:

- (1) The first word in the string may be any case, depending on its function in the sentence; the others are genitive.
- (2) Only the last noun in the string may have the definite article or nunation.

The last term of any complex idāfa may be another idāfa, so that strings

of four or even five nouns sometimes occur:

بابُ مَكْتَبِ رَئِيسِ جَامِعَةِ مِيشِغان	'the door to the office of the president of the University of Michigan'
--	---

The last term of an idāfa may be a noun-adjective phrase (underlined in the following examples):

مُحَاضَرَةُ <u>الْأُسْتَاذِ الزَّائِرِ</u>	'the visiting professor's lecture'
عَنْوَانُ مُحَاضَرَةِ <u>الْأُسْتَاذِ الزَّائِرِ</u>	'the title of the visiting professors's lecture'

Another kind of noun phrase is the demonstrative phrase, and this too may serve as the second term of an idāfa:

مُحَاضَرَةُ هَذَا <u>الْأُسْتَاذِ</u>	'this professor's lecture'
عَنْوَانُ هَذِهِ <u>الْمُحَاضَرَةِ</u>	'the title of this lecture'

(For the demonstrative as the modifier of the first term of the idāfa, see 35.C.2.).

Now do Drills 1 and 2.

Drill 1. Written. Recognition.

Identify the idāfa's in the following sentences by enclosing the whole idāfa in parentheses; then translate each sentence into English: Ex.

'The lecture is entitled "You and (الجامعة) the University".'

'I read this famous professor's book.' (قرأت كتاب هذا الاستاذ المشهور).

- ١ - استقبل الرئيس اساتذة جامعة الازهر .
- ٢ - تابعت دراسة هذه اللغة الاجنبية .
- ٣ - استمع احمد لمحاضرة بعنوان " التاريخ المصري القديم " .
- ٤ - مدير متحف هذه الجامعة رجل بغدادي .
- ٥ - اصدر كتاب " تاريخ الطائرة " .
- ٦ - تعلّمت شيئا عن تاريخ المدرسة الخاصة في مصر .

Drill 2. Idāfa formation.

In the following sentences, combine the words in parentheses to form idāfas: Ex.

'The office of the director of this (المكتب - المدير - هذا - المتحف) museum is in this building.'
في هذا البناء .
مكتب مدير هذا المتحف في هذا البناء .

- ١ - أكمل (الدراسة - اللغة - الفرنسية)
- ٢ - قرأت (الكتاب - " تاريخ جامعة الأزهر ")
- ٣ - استمع الطالب (المحاضرة - الرئيس - هذه - الجامعة)
- ٤ - (البناء - المتحف الاسلامي) حديث جدا .
- ٥ - رجع (الاساتذة - الجامعة - دمشق) من فرنسا .
- ٦ - هذا هو (لوح - صف - انا)
- ٧ - (شباك - مكتب - هذا - المدير) قديم جدا .

2. Verb-subject agreement: Plural subject (see also 6.C.2)

As we have seen in previous lessons, the verb normally precedes its subject. In such a case, the verb agrees in gender but is always singular, regardless of whether it is followed by a singular or a plural subject. Examples:

رَسَمَ الطَّالِبُ الْجَدِيدُ لِمُحَاضَرَةٍ.	'The new student listened to a lecture.'
رَسَمَتِ الطَّالِبَةُ الْجَدِيدَةُ لِمُحَاضَرَةٍ.	'The new student listened to a lecture.'
رَسَمَ الطُّلَّابُ الْجَدِيدُ لِمُحَاضَرَةٍ.	'The new students listened to a lecture.'
رَسَمَتِ فَرِيدَةُ وَوَدَادُ وَهِنْدُ لِمُحَاضَرَةٍ.	'Farida, Widad, and Hind listened to a lecture.'
رَجَعَ الْأُسْتَاذُ الْيَوْمَ.	'The professor returned today.'
رَجَعَ الْأُسَاتِذَةُ الْيَوْمَ.	'The professors returned today.'

In the case of two or more subjects connected by 'و' 'and', the verb takes the gender of the first:

رَجَعَ سَلِيمٌ وَوِدَادٌ مِنَ لُبْنَانَ. 'Salim and Widad have returned from Lebanon.'

رَجَعَتِ الْأُسْتَاذَةُ وَطَالِبُهَا مِنَ الْمَحَاضِرَةِ. 'The professor (f.) and her student have returned from the lecture.'

Now do Drill 3.

Drill 3. Conjugation.

Give the correct form of the verb in parentheses in the following sentences:

Ex.

'The students studied the history of Egypt.'

(درس) الطلاب تاريخ مصر. ←

درس الطلاب تاريخ مصر.

١ - (انتقل) الاساتذة الى جامعة دمشق .

٢ - (تعلم) وداد ونانسي وسالي اللغة الفرنسية .

٣ - (استقبل) فريد وسمير وهند المدير الجديد .

٤ - (بدأ) الطالبة دراسة العربية .

٥ - (قرأ) الطلاب نصّ الدرس .

3. Independent pronouns: Plural

Here is a table showing the five singular independent pronouns previously given, and the corresponding plural pronouns:

	Singular		Plural
3 M	هُوَ	'he/it'	هُمْ 'they'
3 F	هِيَ	'she/it'	هُنَّ 'they'
2 M	أَنْتَ	'you'	أَنْتُمْ 'you'
2 F	أَنْتِ	'you'	أَنْتُنَّ 'you'
1	أَنَا	'I'	نَحْنُ 'we'

The 3 m.p. pronoun هُمْ 'they' is used in referring to three or more human beings including at least one male; the 3 f.p. pronoun هُنَّ is used in referring to three or more female human beings. The 2 m.p. pronoun أَنْتُمْ 'you' is used in addressing three or more human beings including at least one male; the 2 f.p. pronoun أَنْتُنَّ is used in addressing three or more female human beings. (Masculine plural nouns are likewise used to include males and females.) Examples:

هُمْ فِي الْمَكْتَبَةِ.	'They (m.p.) are in the library.'
هَلْ أَنْتُنَّ مِنْ بَيْرُوتَ ؟	'Are you (f.p.) from Beirut?'

If followed immediately by wasla the two pronouns هُمْ and أَنْتُمْ add u as a helping vowel:

هُمُ الْأُسَاتِذَةُ.	'They are the professors.'
أَنْتُمُ الطُّلَابُ.	'You are the students.'

The 1 p. pronoun نَحْنُ is used by either a male or a female speaker in referring to himself/herself and one or more others, exactly like English 'we'.

There are special second and third person dual pronouns which are used in addressing or referring to two persons; these will be taken up later.

Now do Drill 4.

Drill 4. (Also on tape) Recognition.

In the following sentences, substitute the correct pronoun for the subjects. Ex.

'Farid and I are from Lebanon.' → اَنَا وَفَرِيدٌ مِنْ لُبْنَانِ. ←
'We are from Lebanon.' نَحْنُ مِنْ لُبْنَانِ.

- | | | |
|--|-----|--|
| • اَنَا وَسَالِي مِنْ امْرِيكَ . | ٥ - | ١- فَرِيدٌ وَسَلِيمٌ وَنَانْسِي طَلَابُ . |
| • الاسْتَاذُ وَالطَّالِبَةُ وَالْمَدِيرَةُ | ٦ - | ٢- نَانْسِي مَدْرَسَةٌ هُنَاكَ . |
| • فِي مَكْتَبِ الْمَدِيرَةِ | | ٣- أَنْتِ وَهَنْدٌ وَوَدَادٌ فِي الْمَكْتَبَةِ . |
| • اَنَا وَأَنْتِ مِنْ لُبْنَانِ . | ٧ - | ٤- أَنْتِ وَسَامِي وَفَرِيدَةُ اسَاتِذَةٌ . |

- ٨ - فريد مدير المتحف .
 ٩ - انا وسليم ومريم طلاب من الرباط .
 ١٠ - الاساتذة في بناء الجامعة .
 ١١ - كريم سكرتير في المكتب .
- ١٢ - انت والطلاب جدد هنا .
 ١٣ - سامي ونانسي ومريم امام باب المتحف .
 ١٤ - انت وهند وسميرة في القاهرة .
4. Pronoun suffixes: Plural

In 5.C.5 the singular pronoun suffixes were described, and illustrations were given of these suffixes attached to nouns to express possession. Shown below is a table of these suffixes, and the plural suffixes corresponding to the plural independent pronouns (see 3 above):

	Independent	Suffix	Example
<u>Singular</u>			
3 MS	هُوَ	هُـ	لُغَتُهُ 'his language'
3 FS	هِيَ	هَاـ	لُغَتُهَا 'her language'
2 MS	أَنْتَ	كَـ	لُغَتُكَ 'your language'
2 FS	أَنْتِ	كَـ	لُغَتُكَ 'your language'
1 S	أَنَا	يـ	لُغَتِي 'my language'
<u>Plural</u>			
3 MP	هُمْ	هُمْـ	لُغَتُهُمْ 'their language'
3 FP	هُنَّ	هُنَّـ	لُغَتُهُنَّ 'their language'
2 MP	أَنْتُمْ	كُمْـ	لُغَتُكُمْ 'your language'
2 FP	أَنْتُنَّ	كُنَّـ	لُغَتُكُنَّ 'your language'
1 P	نَحْنُ	نَاـ	لُغَتُنَا 'our language'

Two points should be noted about the plural forms:

(1) The vowel of هُمْ and هُنَّ (like the vowel of هُ ; see 5.C.5) changes from u to i when the suffix is added to a word ending in -i, ي ii, or ي ay. Thus the form is هُمْ in

هَذِهِ لُغَتُهُمْ.	'This is their language.'
دَرَسْتُ لُغَتَهُمْ.	'I studied their language.'

but هُمْ in

تَعَلَّمْتُ شَيْئًا مِنْ لُغَتِهِمْ.	'I learned something of their language.'
--------------------------------------	--

(2) When words ending in the suffixes هُمْ or كُمْ are followed by wasla, they add u as a helping vowel (see 3.C.2 and 6 below):

أَسْتَازُهُمُ الْجَدِيدُ	'their new professor'
أَسْتَازُكُمُ الْجَدِيدُ	'your new professor'

Now do Drills 5 and 6.

Drill 5. (Also on tape) Recognition.

Give the independent pronoun which corresponds to the pronoun suffix on each item below. Ex.

their study → they (f.p.)

دراستهن ← هنّ

صديقهم	دُرُسنا
لغتكُم	کتابي
مدرّسك	طلابهم
مكتبك	مدرستكنّ
مديرهنّ	تاريخها
رئيسنا	محاضرتہ

Drill 6. Transformation.

In the following sentences, replace the noun and pronoun in parentheses with the noun and corresponding pronoun suffix and vocalize them. Ex.

'I read your book.'

قرأت (كتاب - انتم) ←

قرأت كتابكم.

١ - استمع الطلاب لـ (محاضرة - نحن) •

٢ - درّس الاساتذة (طلاب - هم) التاريخ الاسلامي •

٣ - (مكتب - هنّ) في هذا البناء القديم •

٤ - ما (اخبار - انتنّ) ؟

٥ - هل تابعت (دراسة - انت) في جامعة اجنبية ؟

٦ - في (كتاب - هم) شي عن رئيس امريكا •

5. Negative : ليس Plural forms

The verb ليس is used to make equational sentences negative (see 4.C.1).

Here are the singular forms previously given, and the five plural forms:

<u>Singular</u>		<u>Plural</u>		
3 M	لَيْسَ	'he is not'	لَيْسُوا	'they are not'
F	لَيْسَتْ	'she is not'	لَيْسْنَ	'they are not'
2 M	لَسْتَ	'you are not'	لَسْتُمْ	'you are not'
F	لَسْتِ	'you are not'	لَسْتُنَّ	'you are not'
1	لَسْتُ	'I am not'	لَسْنَا	'we are not'

This verb follows the usual rules of verb subject agreement outlined in 2 above: if the verb precedes the subject the verb agrees in gender but is always singular. Remember also that the predicate of ليس, if a noun or adjective, is in the accusative case.

لَيْسَ الطَّالِبُ جَدِيدًا .	'The student is not new.'
لَيْسَتِ الطَّالِيبَةُ جَدِيدَةً .	'The student (f.) is not new.'
لَيْسَ الطُّلَابُ جُدُدًا .	'The students are not new.'
لَيْسُوا جُدُدًا .	'They are not new.'
أَلَسْتُمْ طُلَبًا ؟	'Aren't you (m.p.) students?'
لَسْنَا أَلَانَ فِي الْعِرَاقِ .	'We're not in Iraq now.'

Now do Drills 7, 8 and 9.

Drill 7. (Also on tape) Recognition.

Give the independent pronoun that corresponds to each of the following forms of لَيْسَ . Ex.

'We are not' → We ← لَسْنَا نحن

لَسْنَا	لَسْتُ
لَسْتُمْ	لَسْتُ
لَسْتُمْ	لَيْسَتْ
لَيْسَ	لَسْنَا
لَيْسُوا	لَسْتُمْ

Drill 8. Negation.

Negate the following sentences with the proper form of لَيْسَ . Ex.

'They are from Saudi Arabia.' → هم من السعودية . ←

'They are not from Saudi Arabia.' ليسوا من السعودية .

- ١ - انتن في مدرسة خاصة .
- ٢ - انتم طلاب جدد .
- ٣ - نحن اساتذة في جامعة الازهر .
- ٤ - هن من مكتب الرئيس .
- ٥ - هم من فرنسا .
- ٦ - انا طالبة لبنانية .
- ٧ - انت السيدة فريدة .
- ٨ - هي مديرة المكتب .
- ٩ - هو استاذ زائر .
- ١٠ - انت سكرتير المتحف .

Drill 9. Written. Negation.

Negate the following sentences placing the proper form of ليس before the subject. Ex.

'The professors are new.' → ← • الاساتذة جدد

'The professors are not new.' • ليس الاساتذة جددا

١ - وداد وسميرة وسالي من لبنان •

٢ - الطلاب في مدرسة خاصة في تونس •

٣ - الاساتذة الجدد من بغداد •

٤ - سمير وفريدة ونانسي طلاب من بيروت •

٥ - المدرسة جديدة في هذه المدرسة •

6. Helping vowels: Summary

Within a sentence, when one word ends in a consonant and the following word begins with wasla, a helping vowel is added to the end of the first word, since otherwise an impermissible sequence of three successive consonants would occur (see 3.C.2 and 4 above). The three vowels a, u, and i are all used as helping vowels, as follows:

The helping vowel a is used only with the preposition مِنْ 'from', and only if the following word begins with the definite article:

مِنْ الْبِنَاءِ	'from the building'
مِنْ الرَّئِيسِ	'from the president'

The helping vowel u is used after any pronoun, pronoun suffix, or verb form ending in -um, for example أَنْتُمْ 'you(m.p.)', جَامِعَتُكُمْ 'your (m.p.) university', or لَسْتُمْ 'you (m.p.) are not':

أَنْتُمْ أَلآنَ فِي جَامِعَةٍ.	'You (m.p.) are now at a university.'
أَلَسْتُمْ الطُّلَابُ الْجُدُدُ ؟	'Aren't you (m.p.) the new students?'

The helping vowel i is used in all other cases (including the case of مَنْ 'from' when not followed by the definite article). Examples:

هَلْ :	(interrogative particle)
هَلِ الرَّئِيسُ فِي مَكْتَبِهِ ؟	'Is the president in his office?'
مَنْ :	'who?'
مَنْ اسْتَمَعَ لِهَذِهِ الْمُحَاضَرَةِ ؟	'Who listened to that lecture?'
رَجَعَتْ .	'she returned'
رَجَعَتِ الْأَنْسَةُ سَمِيرَةَ إِلَى الْعِرَاقِ	'Miss Samira returned to Iraq.'

Now do Drill 10.

Drill 10. Written.

Supply the helping vowel on the underlined words. Ex.

'Our professor is from Cairo.' استاذنا مَنْ القاهرة .

- ١ - هم الطلاب الجدد . ٥ - تعلّمت لغتهم القديمة .
- ٢ - قرأت كتابكم المشهور جدا . ٦ - هل الزائر موجود هنا ؟
- ٣ - استقبلت المدرسة الأنسة مريم . ٧ - من المدرّس الاجنبي ؟
- ٤ - استمعت اليوم لمحاضرتك . ٨ - انتقلت المديرية الى الثانية عن تاريخ أمريكا . مكتب جديد .

D. Comprehension passage د . نصوص لفهمهم

Read the following passage; then do Drill 11, which is based on it.

this
morning

استقبل رئيس الجامعة صباح اليوم الاستاذ الزائر الدكتور
وليم فلتشر .

Harvard;
Princeton

the
evening

الدكتور فلتشر درّس اللغة العربية والتاريخ الاسلامي في جامعة
هارفارد وجامعة برنستون ، وهو رجل مشهور في امريكا والشرق الاوسط .
حضرت في المساء الى الجامعة واستمعت لمحاضرة الدكتور
فلتشر وعنوانها " دراسة اللغة العربية في امريكا " .

Drill 11. Write five questions based on the comprehension passage above.

E. General drills

هـ - التَّمارِينُ العامَّةُ

Drill 12. (On tape) Conjugation.

Drill 13. Written. Translation.

Translate the following sentences into Arabic.

1. I listened yesterday to the university president's lecture.
2. They are not new students.
3. Did you continue your studies at the University of Michigan?
4. She read a book entitled "Our New President."
5. Aren't you the new foreign student?
6. He came to America by airplane.
7. She returned to the Middle East after obtaining a degree.
8. Where did Ahmad study English?
9. He began studying in a private school in Egypt.
10. I learned a new English word today.

أ - النصّ الاساسيّ

ففي نيويورك

- ١ - سميرة : أين ذهبت يا روبرت ؟
- ٢ - روبرت : الى نيويورك .
- ٣ - سميرة : هل ذهبت بالسيّارة ؟
- ٤ - روبرت : لا ، ذهبت بالطائرة ورجعت بالآوتوبيس .
- ٥ - سميرة : لماذا ذهبت الى نيويورك ؟
- ٦ - روبرت : لزيارة بعض الاصدقاء والصديقات .
- ٧ - سميرة : ماذا فعلتم هناك ؟
- ٨ - روبرت : ذهبنا الى مطعم عربيّ .
- ٩ - سميرة : ماذا أكلتم ؟
- ١٠ - روبرت : أنا أكلت الكبّاب وهم اكلوا الكُبة ، وشربنا قهوة kabob;
kubba
عربيّة .
- ١١ - سميرة : أين ذهبتم بعد ذلك ؟
- ١٢ - روبرت : ذهبنا الى المسرح ، ولكن بعض الصديقات ذهبن الى
السينما وشاهدن فيلم " رجل وامرأة " .
- ١٣ - سميرة : هل كلّ اصدقائك طلاب في الجامعة ؟
- ١٤ - روبرت : بعضهم طلاب وبعضهم موظّفون .
- ١٥ - روبرت : الى اللقاء .
- ١٦ - سميرة : مع السلامة .

اسئلة

- ١ - هل ذهب روبرت الى نيويورك للدراسة ؟
- ٢ - الى أين ذهب روبرت واصدقاؤه ؟
- ٣ - وماذا أكلوا هناك ؟
- ٤ - وأنت ؟ هل أكلت الكباب ؟ أين ؟
- ٥ - ماذا شربوا في المطعم ؟
- ٦ - ماذا فعل روبرت واصدقاؤه بعد ذلك ؟
- ٧ - من شاهد فيلم " رجل وامرأة " ؟
- ٨ - هل شاهدت هذا الفيلم ؟
- ٩ - هل كل اصدقاء روبرت موظفون ؟

A. Basic Text

In New York

1. Samira: Where did you go, Robert?
2. Robert: To New York.
3. Samira: Did you go by car?
4. Robert: No, I went by plane and returned by bus.
5. Samira: Why did you go to New York?
6. Robert: To visit some friends.
7. Samira: What did you do there?
8. Robert: We went to an Arab restaurant.
9. Samira: What did you eat?
10. Robert: I ate kabob and they ate kubba, and we drank Arabic coffee.
11. Samira: Where did you go after that?
12. Robert: We went to the theater, but some of my friends went to the movies and saw the film A Man and a Woman.

13. Samira: Are all of your friends students in the university?
 14. Robert: Some of them are students and some are employees.
 15. Samira: Good-bye.
 16. Robert: Good-bye.

B. Vocabulary

ب - المفردات

التَّاسِعُ	the ninth
نيويورك	New York
ذَهَبَ	to go
سَيَّارَةٌ	car
أُوتوبيس	bus
لِمَاذَا ؟	why?
لِ (لِ + أَلْ = لِ)	in order to, for the purpose of
زِيَارَةٌ	visiting; a visit
بَعْضُ	some
أَصْدِقَاءُ	friends (m.)
صَدِيقَاتُ	friends (f.)
فَعَلَ	to do; to make
مَطْعَمٌ	restaurant
أَكَلَ	to eat
شَرَبَ	to drink
قَهْوَةٌ	coffee
مَسْرَحٌ	theater
سِينَمَا	(f.) cinema, movies
شَاهَدَ	to see, watch, witness
فِيلْمٌ ، فِيلْمٌ	film; movie

إِمْرَأَةٌ	a woman
الْمَرْأَةُ	the woman
نِسَائِي - ون	(nisba of نِسَاء , p. of إِمْرَأَةٌ) female, womanly, women's
إِلَى الَّلِّقَاءِ	good-bye (said to person leaving or staying)
مَعَ السَّلَامَةِ	good-bye (said to person leaving)
كُلٌّ	(followed by a definite plural form) all; (followed by an indefinite singular form) each; (followed by a singular definite form) all (of), the whole

C. Grammar and Drills

ج - القواعد والتمارين

1. The nouns كُلٌّ 'each, all' and بَعْضٌ 'some'
2. Masculine and feminine sound plurals: Human nouns
3. Masculine sound plurals in idāfa and with pronoun suffix
4. Verb: Perfect tense plural
5. Verb-subject agreement: Verb following plural subject
6. Expressed pronoun subjects: Emphasis and contrast

1. The nouns كُلٌّ 'each, all' and بَعْضٌ 'some'

In Arabic the words كُلٌّ and بَعْضٌ are nouns, though their English equivalents are not. Like any noun, they have case endings and may have nunation. These two nouns occur most commonly as the first term of an idāfa, or with an attached pronoun suffix. Following are examples, with English equivalents:

- (1) كُلٌّ with an indefinite singular noun corresponds to English 'each' or 'every':

كُلُّ طَالِبٍ	'each student'
كُلُّ وَرَقَةٍ	'every sheet of paper'

With a definite singular noun or singular pronoun suffix it corresponds to English 'all of' or 'the whole':

كُلُّ الدَّرْسِ	'all of the lesson'
كُلُّ الجامعة	'the whole university'
كُلُّه / كُلِّهَا	'all of it'

With a definite plural noun or plural pronoun suffix it corresponds to English 'all of' or 'all':

مِنْ كُلِّ الطُّلَّابِ	'from all the students'
كُلُّهُمْ	'all of them'

كُلٌّ with a noun can serve any function-subject, object, etc.:

حَضَرَ كُلُّ الطُّلَّابِ .	'All of the students came.' (=subject)
شَرِبْتُ كُلَّ الْقَهْوَةِ .	'I drank all of the coffee.' (=object)

With a pronoun suffix it usually serves as a subject, or, for emphasis, after a plural verb or in apposition to a noun or pronoun:

كُلُّهُمْ هُنَا	'They are all here.' (=subject)
كُلُّهُمْ حَضَرُوا / حَضَرَ كُلُّهُمْ .	'All of them came.' (=subject)
حَضَرُوا كُلُّهُمْ .	' <u>All</u> of them came.' (=emphasis)
هَلْ شَرِبْتَ الْقَهْوَةَ كُلَّهَا ؟	'Did you drink <u>all</u> of the coffee?' (=emphasis)

As an independent noun, كُلٌّ (مِنْ) when indefinite means "each, each one of". With the definite article, it means "everyone, everything, the whole thing."

تَهَبَ لِمِيزَانَةٍ كُلِّ مِنْ أَصْدِقَائِهِ .	'He went to visit each of his friends.'
تَحَدَّثْتُ إِلَى الْكُلِّ .	'I've talked to everyone.'
أَكَلَ الْكُلَّ .	'He ate the whole thing.'

Now do Drill 1.

(2) بعض is usually followed by a definite noun in an idāfa or by a pronoun suffix. It corresponds to English 'some' or 'some of':

بَعْضُ الطُّلَّابِ	'some students' or 'some of the students'
بَعْضُهُمْ	'some of them'

Now do Drill 2.

Drill 1. Written. Recognition: كُلٌّ

Each of the sentences below contains كُلٌّ with a noun. Choose the correct translation for each use of كُلٌّ from the choices given in parentheses.

- 1 - كل الطلاب موجودون هنا الآن . (every student, all the students)
- 2 - هل شاهدتم كل الفيلم ؟ (every film, all the films, the whole film)
- 3 - هل كل موظف في المكتب ؟ (every employee, all the employees)
- 4 - أكلنا في كل مطعم هناك . (every restaurant, all the restaurants, the whole restaurant)
- 5 - قرأ صديقي كل الكتاب أمس . (every book, all the books, the whole book)
- 6 - ذهب كل الاصدقاء الى المسرح . (every friend, all the friends)
- 7 - هل شاهدت كل امرأة هذا الفيلم ؟ (every woman, all the women)
- 8 - قرأت كل الجملة . (every sentence, all the sentences, the whole sentence)
- 9 - كل الاساتذة في هذه الجامعة مصريون. (every professor, all the professors)
- 10 - ذهبنا الى فرنسا كل سنة . (every year, all the years, the whole year)

Drill 2. Transformation: Noun → pronoun suffix after كُلٌّ ، بعض

- 'Some of the friends are students.' → بعض الاصدقاء طلاب . ←
- 'Some of them are students.' ← بعضهم طلاب .
- 1 - كل الاساتذة من مصر . 5 - كل الطلاب في الصف .
 - 2 - كل الصديقات في الجامعة . 6 - بعض الطلاب موظفون .
 - 3 - بعض اصدقائي طلاب . 7 - بعض الصديقات طالبات .
 - 4 - بعض صديقاتنا من المغرب . 8 - كل الاصدقاء طلاب .

2. Masculine and feminine sound plurals: Human nouns

Arabic, like English, has various ways of making nouns plural. In English, for example, most nouns are made plural by the plural suffix spelled s or es, e.g. "cat-cats", "dog-dogs", and "lunch-lunches". Other devices are: special suffixes, as in "ox-oxen"; vowel change, as in "man-men"; a combination of vowel change and suffix, as in "child-children"; or none at all as in "sheep-sheep". Arabic plurals, whether nouns or adjectives, are formed by adding special suffixes, as in مُدَرِّس 'teacher', مُدَرِّسُونَ 'teachers' and مَشْهُور 'famous', مَشْهُورُونَ; and by vowel change, as in طَالِب 'student' and طُلَّاب 'students' (with doubling of the l also), جَدِيد and جُدَّد 'new'; or a combination of vowel change and suffix, as in أُسْتَاذ 'professor' and أُسَاتِذَة 'professors'. Arabic plurals formed by means of vowel change (with or without suffixes) are called "internal" or "broken" plurals, and those that are formed by means of certain suffixes are called "external" or "sound" plurals. This note will deal with sound plurals, and broken plurals will be treated later.

Sound plurals show distinctions in gender and case. The suffixes are:

	<u>Masculine</u>	<u>Feminine</u>
Nom.	ونَ -	اتٌ -
Gen.	ينَ -	اتٍ -
Acc.	ينَ -	اتٍ -

Note that the suffixes for the genitive and accusative cases are identical, and that only the feminine plurals may have nunation. The plurals of مُدَرِّس and مُدَرِّسَة are given below to illustrate the forms:

'teachers'	<u>Masculine</u>	<u>Feminine</u>
Nom.	مُدَرِّسُونَ	مُدَرِّسَاتٌ
Gen.	مُدَرِّسِينَ	مُدَرِّسَاتٍ
Acc.	مُدَرِّسِينَ	مُدَرِّسَاتٍ

Masculine sound plurals are used only for words referring to male human beings, or to groups including at least one male. Of the nouns introduced so far, the following take masculine sound plurals:

<u>P.</u>	<u>S.</u>	
مُدَرِّسُونَ	مُدَرِّسٌ	'teacher'
مُوظَّفُونَ	مُوظَّفٌ	'employee'
سِكْرَتِيرُونَ	سِكْرَتِيرٌ	'secretary'
مُدِيرُونَ	مُدِيرٌ	'director'

Of the adjectives introduced up to now, the following take masculine sound plurals:

<u>P.</u>	<u>S.</u>	
مُوجُودُونَ	مُوجُودٌ	'present'
مَشْهُورُونَ	مَشْهُورٌ	'famous'
زَاثِرُونَ	زَاثِرٌ	'visiting'
خَاصُّونَ	خَاصٌّ	'special'
لُبنَانِيُونَ	لُبنَانِيٌ	'Lebanese'

and all nisba adjectives (such as لُبنَانِيٌ above) except عَرَبِيٌ 'Arab, Arabic' and أَجْنَبِيٌ 'foreign', which have broken plurals; and إِسْلَامِيٌ 'Islamic', which is not commonly used to refer to human beings. Examples:

مُدَرِّسُونَ زَاثِرُونَ	'visiting teachers'
المُوظَّفُونَ مُوجُودُونَ.	'The employees are present.'
مِنْ السِّكْرَتِيرِينَ اللُّبنَانِيِّينَ	'from the Lebanese secretaries'

As we noted above, masculine sound plurals can refer only to human beings (males or mixed groups). Feminine sound plurals, on the other hand, may refer either to human beings (female only) or to nonhuman things. In this lesson only human nouns will be dealt with; nonhuman nouns will be taken up in Lesson Eleven.

Following are the feminine human nouns introduced thus far:

	P.	S.	
1.	طَالِمَاتٌ	طَالِبَةٌ	'student'
2.	مُدْرَسَاتٌ	مُدْرِسَةٌ	'teacher'
3.	مُدِيرَاتٌ	مُدِيرَةٌ	'director'
4.	سِكْرَتِيرَاتٌ	سِكْرَتِيرَةٌ	'secretary'
5.	أَنْسَاتٌ	أَنْسَةٌ	'young lady'
6.	مَوْظَفَاتٌ	مَوْظِفَةٌ	'employee'
7.	أُسْتَاذَاتٌ	أُسْتَاذَةٌ	'professor'
8.	صَدِيقَاتٌ	صَدِيقَةٌ	'friend'
9.	رَئِيسَاتٌ	رَئِيسَةٌ	'president'

In general, feminine singular human nouns ending in ^ة form their plurals with ^{ات}.

Most feminine adjectives take the feminine sound plural (rather than a broken plural). Examples:

مُدْرَسَاتٌ جَدِيدَاتٌ	'new teachers'
الطَالِمَاتُ اللَّهْنَانِيَّاتُ	'the Lebanese students'
مِنْ صَدِيقَاتٍ قَدِيمَاتٍ	'from old friends'

Henceforth you must learn each noun and adjective in its singular and plural forms. These will be listed in the vocabularies of subsequent lessons, first in the singular, and then in the plural: Sound m. and f. plurals will be given as ^{ون} ^{ات} respectively. Other plurals will be given in full. For example:

مُدْرَسٌ - وَن	'teacher' (m.)
طَالِبَةٌ - ات	'student' (f.)
جَدِيدٌ - جُدُوم	'new'

Now do Drills 3 and 4.

Drill 3. Written. Recognition: Sound plurals.

Identify the gender of the following plural words and circle their plural suffixes: Ex.

M. مدرّسون
F. مدرّسات

- | | |
|----------------------|--------------------------|
| ١ - استازات اجنبيّات | ٥ - السكرتيرون المشهورون |
| ٢ - موجودون | ٦ - مدرّسين فرنسيّين |
| ٣ - من الموظّفين | ٧ - من الزائرات |
| ٤ - صديقات جديدات | ٨ - الطالبات الموجودات |

Drill 4. (Also on tape) Substitution/transformation: Plurals.

Change each of the items given below to its plural form, and then substitute it for the underlined word in the model sentence.

a. 'The teachers saw a foreign movie.' • شاهد المدرّسون فيلما اجنبيّا

- | | |
|---------------------------|------------------------|
| ١ - الموظّف | ٥ - صديقتي |
| ٢ - السكرتيرة اللّبنانيّة | ٦ - المدرّسة التونسيّة |
| ٣ - الطالبة الجديدة | ٧ - الطالب الجامعيّ |
| ٤ - الاستاذ المشهور | ٨ - الطالبة الجامعيّة |

b. Repeat with:

'I saw the officials at the office.' • شاهدت الموظّفين في المكتب

- | | |
|------------------------|-------------------------|
| ١ - المديرّة الاجنبيّة | ٥ - السكرتير |
| ٢ - الاستاذة الجامعيّة | ٦ - الطالبة الجديدة |
| ٣ - المدرّس الفرنسيّ | ٧ - المدرّسة الامريكيّة |
| ٤ - صديقه | ٨ - صديقتها |

3. Masculine sound plurals in idāfa and with pronoun suffix

The masculine sound plural forms of the noun مُدَرِّسٌ, (see 2 above) are given here again for reference:

Nom.	مُدَرِّسُونَ
Gen.	مُدَرِّسِينَ
Acc.	مُدَرِّسِينَ

When a masculine sound plural noun like this occurs as the first term of an idāfa, or when it has an attached pronoun suffix, the final نَ of the plural ending is dropped:

As first term of idāfa		
Nom.	رَجَعَ مُدَرِّسُو التَّارِيخِ .	'The history teachers have returned.'
Gen.	ذَهَبْتُ إِلَى مَكْتَبِ مُدَرِّسِي التَّارِيخِ .	'I went to the history teachers' office.'
Acc.	اِسْتَقْبَلَ الرَّئِيسُ مُدَرِّسِي التَّارِيخِ .	'The president received the history teachers.'

With pronoun suffix		
Nom.	مُدَرِّسُوهُ	'his teachers'
Gen./ Acc.	مُدَرِّسِيهِ	

The first person singular pronoun suffix 'my' has the form يَ -ya (instead of يَ as in مَكْتَبِي 'my office') when the stem to which it is attached ends in a long vowel. That is the case with these masculine plural forms after the dropping of the final نَ . In addition, when this suffix يَ -ya is attached to a nominative stem ending in وُ uu, the latter changes to يَ ii (becoming identical to the genitive and accusative endings). The final يَ ii of the stem and the suffix يَ ya are then written as a double يَ with a

shadda: ي iyya. Here is the process:

Nom.	مُدَّرِّسُونَ	'teachers'
(drop نَ)	: مُدَّرِّسُو - ي	
(change و to ي)	: مُدَّرِّسِي - ي	
(write 2 ي's as 1)	: مُدَّرِّسِيَّ	'my teachers'
Gen./Acc.	مُدَّرِّسِينَ	'teachers'
(drop نَ -)	: مُدَّرِّسِي - ي	
(write 2 ي's as 1)	: مُدَّرِّسِيَّ	'my teachers'

Thus, with this suffix, all three cases are the same:

Nom.	مُدَّرِّسِيَّ	'my teachers'
Gen.		
Acc.		

Now do Drill 5.

Drill 5. Transformation.

Combine the two items in parentheses in each of the sentences below.

If written, write only the resulting combination of noun + noun or noun + pronoun suffix, making any changes necessary. Ex.

'His students came to class.' حضر (طلاب - هو) الى الصف .

طلابه

- ١ - شاهد (مدرِّسون - اللغة العربيَّة) فيلماً عربيّاً .
- ٢ - هل أصدر (اساتذة - انتم) كتاباً هذه السنة ؟
- ٣ - شاهدنا (طلاب - نحن) في السينما .
- ٤ - هل استقبل الرئيس (موظفون - هو) الجدد ؟
- ٥ - (سكرتيرات - المدير) موجودات في المكتب .
- ٦ - كل (اصدقاء - انا) في هذا المطعم . ١٠ - درّست (استاذة - هي) في جامعة القاهرة .
- ٧ - هل استمعت الى (مدرِّسين - انت) ؟
- ٨ - ذهبت (صديقات - هنّ) الى المسرح .
- ٩ - رجع (مدرِّسون - انا) الى المدرسة .

4. Verb: Perfect tense - plural

The singular forms of the verb in the perfect tense were given in previous lessons (see 6.C.2 and 7.C.1). In this lesson we present the plural forms.

Here is a table showing both singular and plural forms of the verb ذَهَبَ 'to go' (stem ذَهَبَ - āhab-):

		Subject Marker			
3 MS	هو	ذَهَبَ	ا	-a	'he went'
3 FS	هي	ذَهَبَتْ	تْ	-at	'she went'
2 MS	أَنْتَ	ذَهَبْتَ	تَ	-ta	'you (m.s.) went'
2 FS	أَنْتِ	ذَهَبْتِ	تِ	-ti	'you (f.s.) went'
1 S	أنا	ذَهَبْتُ	تُ	-tu	'I went'
3 MP	هم	ذَهَبُوا	وا	-uu	'they (m.) went'
3 FP	هِنَّ	ذَهَبْنَ	نَ	-na	'they (f.) went'
2 MP	أَنْتُمْ	ذَهَبْتُمْ	تُمْ	-tum	'you (m.p.) went'
2 FP	أَنْتُنَّ	ذَهَبْتُنَّ	تُنَّ	-tunna	'you (f.p.) went'
1 P	نحن	ذَهَبْنَا	نا	-naa	'we went'

The following points may be noted about these plural forms:

(1) The 3 m.p. ending is written with a final ʔalif. This is a matter of spelling only, and does not affect the pronunciation of the ending, which is -uu. Cf. لَيْسُوا 'they are not' which is also third person masculine plural

(2) The use of the masculine and feminine plural forms is like that of the corresponding pronouns (8.C.3): the 3 m.p. and 2 m.p. forms are used in referring to or addressing three or more human beings including at least one

male; while the 3 f.p. and 2 f.p. forms are used in referring to or addressing three or more female human beings. (But for the 3 m.p. and 3 f.p. forms see also 5 below.)

Now do Drills 6,7 and 8.

Drill 6. (On tape) Conjugation.

Drill 7. (On tape) Questions and answers.

Drill 8. Questions and answers.

Answer the following in the appropriate person:

- ١ - هل ذهبوا الى السينما ؟ ٧ - هل قرأتِ الجملة ؟
- ٢ - هل اكلتِ الكبة ؟ ٨ - هل استمعتِ الى محاضرة الاستاذ ؟
- ٣ - هل اصدرتِ كتابا جديدا ؟ ٩ - هل ذهبتن الى بيروت ؟
- ٤ - هل استقبلتم المدير ؟ ١٠ - هل شربوا قهوة عربية ؟
- ٥ - هل درستِ الدرس الاول ؟ ١١ - هل اكملن الدراسة في تلك الجامعة ؟
- ٦ - هل ذهبن الى المسرح ؟ ١٢ - هل رجعتن الى الشرق الاوسط ؟

5. Verb-subject agreement: Verb following plural subject

In 8.C.2 it was seen that when a verb precedes a plural subject the verb is singular. It is masculine if the subject is masculine, and feminine if the subject is feminine, but it is always singular:

ذَهَبَ الطُّلَّابُ الى نيويورك.	'The students went to New York.'
ذَهَبَتْ صَدِيقَاتِي الى نيويورك.	'My friends (f.) went to New York.'

This word order (verb first, then subject) is the usual order in an Arabic verbal sentence. The reverse order (subject first, then verb) is also possible, however, and that is when the plural verb forms are used. There is also agreement in gender. Examples:

الطَّلَابُ ذَهَبُوا إِلَى نِيويورك.	'The students went to New York.'
صَدِيقَاتِي ذَهَبْنَ إِلَى نِيويورك.	'My friends (f.) went to New York.'

The choice of word order (verb first or subject first) is a matter of style in Arabic, depending on various matters such as length of the verb or the subject or focussing on the subject; the English translation is usually the same for both.

The plural verb forms are also used when a (human) plural subject has been mentioned in a previous sentence, or is clear from the context. In such cases the form of the verb indicates the subject:

رَجَعُوا أَمْسَ.	'They (m.) returned yesterday.'
رَجَعْنَ أَمْسَ.	'They (f.) returned yesterday.'

Now do Drill 9.

Drill 9. Written. Completion and translation.

Insert the correct form of the verb given in parentheses in each of the sentences below. Translate.

- ١ - أَصْدِقَائِي _____ إِلَى الْمَطْعَمِ . (حضر)
- ٢ - _____ الْمَدْرَسَاتِ إِلَى مَدْرَسَتَيْنِ. (رجع)
- ٣ - _____ الطَّلَابُ إِلَى مُحَاضِرَتِي. (استمع)
- ٤ - _____ الْمُوظَّفُونَ _____ مَدِيرَهُمْ. (استقبل)
- ٥ - _____ أَسَازُ التَّارِيخِ الْإِسْلَامِي كِتَابَهَا ثَانِيًا. (أصدر)
- ٦ - صَدِيقَاتُنَا _____ إِلَى بَيْرُوتِ. (انتقل)
- ٧ - _____ الْأَسَاتِذَةُ _____ إِلَى مَكْتَبِ الرَّئِيسِ. (ذهب)
- ٨ - _____ الْمَدْرَسَاتِ فِي مَدْرَسَةٍ ثَانَوِيَّةٍ. (درّس)
- ٩ - _____ الْأَسَاتِذَةُ _____ إِلَى الْجَامِعَةِ. (رجع)
- ١٠ - _____ الطَّلَابُ _____ إِلَى الْمُتَحَفِ. (ذهب)

6. Expressed pronoun subjects: Emphasis and contrast

Since the Arabic verb form alone indicates the person, gender, and number of the subject, it is normally not necessary to use an independent pronoun subject as in English. For example:

أَيْنَ كَرِيْمَةٌ ؟	'Where's Karima?'
ذَهَبَتْ إِلَى الْمَكْتَبَةِ .	'She went to the library.'

However, if some special emphasis is to be placed on the subject, or if a contrast is drawn between the actions of two different subjects, then the independent pronouns are used:

أَنَا أَكَلْتُ الْكَبَابَ وَهُمْ أَكَلُوا الْكُبَّةَ.	'I ate kabob and <u>they</u> ate kubba.'
---	--

D. Comprehension passage

د - نُصَوِّمُ لِلْفَهْمِ

Read the following passage; then do Drill 10, which is based on it.

with
evening;
food
صديقي السيّد لطفي أحمدٌ موظّف في بنك مصر . حضر مع بعض
اصدقائه الى امريكا للزيارة . استقبلنا السيّد لطفي أمس . وفي
المساء ذهبنا الى مطعم عربيٍّ وأكلنا طعاماً عربياً وشربنا كلّنا القهوة .
ذهبنا بعد ذلك الى سينما قريبة من المطعم وشاهدنا عمّر الشريف في
فيلم " الدكتور جيفاكو " .

Drill 10. Complete the following sentences:

- ١ - بعض اصدقاء السيّد لطفي _____ .
- ٢ - بعد انْتِهَاءِ الزيارة رجع السيّد لطفي _____ .
- ٣ - في امريكا أكل السيّد لطفي _____ وشرب _____ .
- ٤ - شاهد السيّد لطفي فيلماً في سينما _____ .
- ٥ - " الدكتور جيفاكو " _____ .

هـ - التمارين العامة

E. General drills

Drill 11. Variable substitution.

- 'Some of the teachers went to the restaurant.'
- ١ - ذهب بعض المدرسين الى المطعم .
 - ٢ - _____ الطلاب _____ .
 - ٣ - _____ الجامعة _____ .
 - ٤ - _____ رجع _____ من _____ .
 - ٥ - _____ كل _____ .
 - ٦ - _____ هم _____ .

Drill 12. Written. Transformation: 3 m.s. → 3 m.p. → 3 f.s. → 3 f.p.

In the sentences below, change the underlined items to: a) masculine plural, b) feminine singular, and c) feminine plural. Make any necessary changes in the rest of the sentence.

- ١ - الموظف اللبناني ذهب لزيارة صديقه .
- ٢ - شاهدت سكرتير الرئيس في المكتبة .
- ٣ - هل استمعت الى مدرسك ؟

Drill 13. Question formation.

Use the question-words in parentheses to make questions based on the following statements:

- ١ - ذهب الى مصر لزيارة الاصدقاء . (لماذا)
- ٢ - أكلوا الكباب في مطعم عربي . (أين)
- ٣ - استقبلوا الرئيس امس . (من)
- ٤ - ذهبوا الى الشرق الاوسط لدراسة العربية . (لماذا)
- ٥ - أكملت الدراسة هناك . (هل)
- ٦ - سكرتير المدير موجود في مكتبه . (أليس)
- ٧ - شربن قهوة عربية في مطعم . (ماذا)

- ٨ - هذه كلمة فرنسية . (ما)
- ٩ - رجعت صديقتها الى بيروت . (الى اين)
- ١٠ - درست التاريخ الاسلامي في الجامعة . (ماذا)
- ١١ - هذه هي الاخبار الجامعية . (ما)
- ١٢ - أصدرت الجامعة كتابا جديدا بعنوان " الجامعة الامريكية اليوم " (ما)
- ١٣ - هذا كرسيّ جديد . (هل)

أ - النصّ الاساسيّ

في المطار

- ١ - الأنسة لوسي : مرحبا يا سيّد حسين .
- ٢ - السيّد حسين : اهلا وسهلا يا آنسة لوسي . الى أين أنت ذاهبة ؟
- ٣ - الأنسة لوسي : الى نيويورك . وانت ؟
- ٤ - السيد حسين : الى الرياض .
- ٥ - الأنسة لوسي : متى موعد طائرتك ؟
- ٦ - السيد حسين : بعد وقت قصير .
- ٧ - الأنسة لوسي : على أيّ طائرة انت ذاهب ؟
- ٨ - السيد حسين : على طائرة شركة مصر .
- ٩ - الأنسة لوسي : هل عاملتك معك ؟
- ١٠ - السيد حسين : لا . تركتها في لندن .
- ١١ - الأنسة لوسي : كم ولدا لك ؟
- ١٢ - السيد حسين : لي ابن واسمه عادل ، وبنت واسمها سعاد .
- ١٣ - الأنسة لوسي : ما عملك ؟
- ١٤ - السيد حسين : انا مدير شركة . وانت ما عملك ؟
- ١٥ - الأنسة لوسي : انا موظفة في بنك .
- ١٦ - السيد حسين : جان موعد طائرتي . الى اللقاء .
- ١٧ - الأنسة لوسي : مع السلامة .

has come (time)

A. Basic Text

At the Airport

1. Lucy: Hello, Mr. Hussein.
2. Hussein: Hello, Miss Lucy. Where are you going?
3. Lucy: To New York. And you?
4. Hussein: To Riyadh.
5. Lucy: When does your plane leave?
6. Hussein: In a short time.
7. Lucy: On what plane are you going?
8. Hussein: On Misr Air.
9. Lucy: Is your family with you?
10. Hussein: No, I left them in London.
11. Lucy: How many children do you have?
12. Hussein: I have a son--his name is 'Adil--and a daughter--her name is Su'ad.
13. Lucy: What is your job?
14. Hussein: I am the director of a company.
And you, what is your job?
15. Lucy: I am an employee in a bank.
16. Hussein: It's time for my plane. Good-bye.
17. Lucy: Good-bye.

B. Vocabulary

ب - المفردات

مطار - ات	airport
لوسي	Lucy
حُسين	Hussein (m. name)
أَهْلًا وَسَهْلًا	welcome; hello

ذَاهِبٌ - وَن	going
مَتَى	when?
مَوْعِدٌ - مَوَاعِدُ ، مَوَاعِيدُ	appointed time; appointment
وَقْتُ - أَوْقَاتٌ	time
قَصِيرٌ - قِصَارٌ	short
عَلَى - عَلَيَّ	on
أَيُّ	(foll. by gen. noun) which?, what?
شَرِكَةٌ - ات	company
عَائِلَةٌ - ات	family
مَعَ	with
تَرَكَ	to leave
لَنْدُنْ	London
كَمْ	(foll. by s. acc.) how much?, how many?
وَلَدٌ - أَوْلَادٌ	child; boy
لِـ	(prep.) belonging to; to, for; of
ابْنٌ - أَبْنَاءُ	(with <u>waṣla</u>) son
إِسْمٌ - أَسْمَاءُ	(with <u>waṣla</u>) name
عَادِلٌ	'Adil (m. name)
بِنْتُ - بَنَاتٌ	girl; daughter
سُعَادٌ	Su'ad (f. name)
عَمَلٌ - أَعْمَالٌ	work, job
بَنْكٌ - بُنُوكٌ	bank

C. Grammar and notes

ج - القواعد والتمارين

1. Interrogative particle كَمْ 'how many?'
2. Preposition لِـ 'belonging to'
3. Equational sentences: Predicate first with indefinite subject

- | |
|---------------------------------------|
| 4. Prepositions with pronoun suffixes |
| 5. Verbs with pronoun suffixes |
| 6. Interrogative noun أَيّ 'which?' |

1. Interrogative particle كَمْ 'how many?'

The particle كَمْ is an interrogative corresponding to the English 'how many?'. Together with a noun it forms an interrogative phrase, and the noun is then always singular, indefinite, and in the accusative case:

كَمْ وَلَدًا لَكَ ؟	'How many children do you have?'
كَمْ طَالِبًا ذَهَبَ إِلَى نِيويورك ؟	'How many students went to New York?'

Now do Drills 1 and 2.

Drill 1. Recognition/translation.

Translate the underlined portion of the following sentences containing كَمْ:

- ١ - كَمْ طَائِرَةٍ فِي الْمَطَارِ ؟
- ٢ - كَمْ طَالِبًا دَرَسَ الْعَرَبِيَّةَ مَعَكُمْ ؟
- ٣ - كَمْ أَسْتَاذًا اسْتَقْبَلَ رَئِيسَ الْجَامِعَةِ ؟
- ٤ - كَمْ مَطْعَمًا عَرَبِيًّا فِي نِيويورك ؟
- ٥ - كَمْ مَدْرَسَةٍ فِي تِلْكَ الْمَدْرَسَةِ ؟
- ٦ - كَمْ فِيلْمًا شَاهَدْتُمْ ؟
- ٧ - كَمْ صَدِيقًا اسْتَقْبَلَ أَحْمَدَ فِي الْمَطَارِ ؟
- ٨ - كَمْ كِتَابًا قَرَأْتَ هَذِهِ السَّنَةَ ؟

Drill 2. Question formation.

Form questions from the following sentences using كَمْ and a form of the underlined words. Ex.

- T: 'Some of the employees drank coffee.' شَرَبَ بَعْضُ الْمَوْظُفِينَ قَهْوَةً .
- S: 'How many employees drank coffee?' كَمْ مَوْظِفًا شَرَبَ قَهْوَةً ؟

- ١ - شاهد كل الاصدقاء الفيلم .
- ٥ - اصدر بعض الاساتذة كتابها .
- ٢ - استقبلوا بعض المدرسات في المطار .
- ٦ - بعض المدرسين من فرنسا .
- ٣ - ذهب كل الطلاب الى المسرح .
- ٧ - شاهدتم بعض الموظفين في السينما .
- ٤ - تركت كل الصديقات في لندن .
- ٨ - حضرت كل الطالبات الى امريكا .

2. Preposition لـ 'belonging to'

One of the meanings of the Arabic preposition لـ is 'belonging to'.

Thus one may say

السيارة للمتحف. 'The car belongs to the museum.'

This is an equational sentence, with السيارة as subject and the prepositional phrase للمتحف as predicate. Literally it means something like 'The car (is) of-the-museum.' Thus لـ is often used in this way to express possession. Other examples:

هذه الطائرة لشركة جديدة. 'This plane belongs to a new company.'

هذا المكتب للمدير. 'This office is the director's.'

لمن هذا القلم؟ 'Whose is this pencil?'

(In the last example the predicate is first because it is an interrogative phrase.)

When a pronoun suffix is serving as the object of the preposition لـ , the vowel of the latter changes to لـ except with the 1 s. suffix, where the combination is لي . The forms are as follows:

لَهُ 'belonging to him'

لَهُمْ 'belonging to them (m.)'

لِهَا 'belonging to her'

لَهُنَّ 'belonging to them (f.)'

لَكَ 'belonging to you (m.s.)'

لَكُمْ 'belonging to you (m.p.)'

لِكَ 'belonging to you (f.s.)'

لَكُمْ 'belonging to you (f.p.)'

لِي 'belonging to me'

لَنَا 'belonging to us'

When this phrase follows a definite subject, it may be translated into English using the verb "to belong to" or a possessive pronoun; illustrations:

هذه القهوة لِسَعَادَ .	'This coffee belongs to Su'ad.'
	'This coffee is Su'ad's.'
هل هذا القلم لك ؟	'Does this pencil belong to you?'
	'Is this pencil yours?'
هو صديق لي .	'He is a friend of mine.'

See C.3 below for a ل-phrase with an indefinite subject.

Now do Drills 3 and 4.

Drill 3. Question formation: لِمَنْ . Ex.

- T : 'The bus belongs to the company.' أ - الاوتوبيس للشركة .
 S₁ : 'Whose is this bus?' ط ١ - لمن هذا الاوتوبيس ؟
 S₂ : 'The company's.' ط ٢ - للشركة .

- ١ - الكتاب الجديد لك . ٥ - هذا المكتب للمدير .
 ٢ - السيّارة الكبيرة لصديقنا . ٦ - هذه الطاولة لها .
 ٣ - هذا المتحف للجامعة . ٧ - هذا الكرسيّ للمدرّسة .
 ٤ - هذا القلم لي . ٨ - كتاب التاريخ للطالب .

Drill 4. (Also on tape) Transformation: idāfa → ل + noun. Ex.

- a. 'This is the director's car.' → هذه سيّارة المدير .
 'This car belongs to the director.' هذه السيّارة للمدير .
 ١ - هذا كتاب فريد . ٥ - هذا متحف الجامعة .
 ٢ - هذه طائرة شركة مصر . ٦ - هذا كرسي السكرتير .
 ٣ - هذا قلم الاستاذ وليم . ٧ - هذه طاولة الموظفة .
 ٤ - هذا مكتب المدير . ٨ - هذه سيّارة المرأة .
 b. 'This is my car.' → هذه سيّارتي .
 'This car is mine.' هذه السيّارة لي .

- | | |
|------------------|-------------------|
| ١ - هذه طاولتها. | ٥ - هذا كتابك. |
| ٢ - هذا مطعمهم. | ٦ - هذا قلمنا. |
| ٣ - هذه شهادتي. | ٧ - هذا مكتبه. |
| ٤ - هذا مكتبكن. | ٨ - هذه سيّارتهم. |

3. Equational sentences: Predicate first with indefinite subject

When the predicate of an equational sentence is an adverb (for example 'here') or a prepositional phrase (for example 'in the office') and the subject is indefinite, then the usual order is predicate first, then subject. For many such sentences a good English translation begins 'There is a ...' or 'There are ...' Examples (predicate underlined):

فِي الْمَكْتَبِ طَاوِلَةٌ كَبِيرَةٌ.	'There's a big table in the office.'
عَلَى الطَّاوِلَةِ وَرَقَةٌ وَقَلَمٌ.	'On the table are a sheet of paper and a pencil.'
عَلَيْهَا كِتَابٌ جَدِيدٌ كَذَلِكَ.	'On it also is a new book.'

Such a construction is very commonly used to express possession, corresponding to English sentences using the verb 'to have'. In these cases the predicate is a prepositional phrase consisting of لـ with a noun or pronoun suffix object:

لِسَلِيمٍ سَيَّارَةٌ جَدِيدَةٌ.	'Salim has a new car.'
---------------------------------	------------------------

Note that although the Arabic sentence and the English translation express the same idea, they do not have the same construction at all. In English the subject is Salim (the possessor), there is a verb has, and the object is a new car (the thing possessed). The Arabic sentence, on the other hand, is an equational sentence with no verb; the subject is سَيَّارَةٌ جَدِيدَةٌ (the thing possessed), and the predicate is a prepositional phrase with سَلِيمٍ (the possessor) as the object of the preposition لـ; the subject, being indefinite, follows the predicate. Thus the Arabic sentence is literally 'Belonging to

Salim (is) a new car.' Other examples (predicate underlined):

لَهُ سَيَّارَةٌ جَدِيدَةٌ	'He has a new car.'
لِي ابْنٌ وَبِنْتُ	'I have a son and a daughter.'
لِوِدَادَ صَدِيقَاتٌ عِرَاقِيَّاتٌ	'Widad has Iraqi friends.'
لِلأُسْتَاذِ الْجَدِيدِ مَكْتَبٌ فِي هَذَا الْبِنَاءِ	'The new professor has an office in this building.'

Like any equational sentence, these constructions are made negative by the verb لَيْسَ, which agrees with the subject in the usual ways:

لَيْسَ لَهُ سَيَّارَةٌ جَدِيدَةٌ	'He does not have a new car.'
لَيْسَ لِلأُسْتَاذِ مَكْتَبٌ هُنَا	'The professor does not have an office here.'
لَيْسَ لَهَا صَدِيقَاتٌ	'She has no friends.'

The last sentence illustrates the fact that if a feminine subject is separated from its verb that verb may be masculine or feminine singular.

Drill 5. Transformation. Ex.

'The new book belongs to the student.' → الكتاب الجديد للطالب.
'The student has a new book.' ← للطالب كتاب جديد.

- ١ - المكتبة الحديثة للجامعة . ٥ - البناء الجديد للمتحف .
- ٢ - الطائرة الجديدة للشركة . ٦ - السيارة القديمة لسميرة .
- ٣ - المطعم الكبير للسيد سليم . ٧ - الكرسي الجديد للسكرتيرة .
- ٤ - المكتب الجديد للمدير . ٨ - الطاولة الجديدة للمدرسة .

Drill 6. (On tape) Negation with لَيْسَ : Indefinite subject.

4. Prepositions with pronoun suffixes

Pronoun suffixes added to prepositions denote objects of prepositions.

This will be illustrated with أَمَامَ 'before, in front of':

أَمَامَهُ 'in front of him/it'	أَمَامَهُمْ 'in front of them (m.)'
أَمَامَهَا 'in front of her/it'	أَمَامَهُنَّ 'in front of them (f.)'
أَمَامَكَ 'in front of you' (m.s.)	أَمَامَكُمْ 'in front of you (m.p.)'
أَمَامَكَ 'in front of you' (f.s.)	أَمَامَكُنَّ 'in front of you (f.p.)'
أَمَامِي 'in front of me'	أَمَامَنَا 'in front of us'

When pronouns are suffixed to words ending in a long vowel or يَ y the suffix for أَنَا is يَ -ya. If the last letter of the stem is ي , that letter and the ي of the ending are written as one ي with a shadda: فِي fii 'in', فِيَّ fiyya 'in me'.

The preposition مِنْ 'from' has the special shape مِّنْ before ي 'me': مِّنِّي 'from me'; likewise عَنْ 'about' + ي 'I' gives عَنِّي 'about me'.

The pronoun suffixes with فِي and مِّنْ are written out in full below:

فِيهِ 'in him'	فِيهِمْ 'in them (m.)'
فِيهَا 'in her'	فِيهِنَّ 'in them (f.)'
فِيكَ 'in you' (m.s.)	فِيكُمْ 'in you (m.p.)'
فِيكَ 'in you' (f.s.)	فِيكُنَّ 'in you (f.p.)'
فِيَّ 'in me'	فِينَا 'in us'

مِّنْ

مِّنْهُ 'from him'	مِّنْهُمْ 'from them (m.)'
مِنْهَا 'from her'	مِنْهُنَّ 'from them (f.)'

مِنْكَ	'from you' (m.s.)	مِنْكُمْ	'from you (m.p.)'
مِنْكِ	'from you' (f.s.)	مِنْكُنَّ	'from you (f.p.)'
مِنِّْي	'from me'	مِنَّْا	'from us'

The prepositions إِلَى 'to' and عَلَى 'on' have the stems إِلَيْ and عَلَيْهِ when a pronoun suffix is attached. Here are complete tables:

إِلَى

إِلَيْهِ	'to him'	إِلَيْهِمْ	'to them (m.)'
إِلَيْهَا	'to her'	إِلَيْهِنَّ	'to them (f.)'
إِلَيْكَ	'to you (m.s.)'	إِلَيْكُمْ	'to you (m.p.)'
إِلَيْكِ	'to you (f.s.)'	إِلَيْكُنَّ	'to you (f.p.)'
إِلَيَّ	'to me'	إِلَيْنَا	'to us'

عَلَى

عَلَيْهِ	'on him'	عَلَيْهِمْ	'on them (m.)'
عَلَيْهَا	'on her'	عَلَيْهِنَّ	'on them (f.)'
عَلَيْكَ	'on you (m.s.)'	عَلَيْكُمْ	'on you (m.p.)'
عَلَيْكِ	'on you (f.s.)'	عَلَيْكُنَّ	'on you (f.p.)'
عَلَيَّ	'on me'	عَلَيْنَا	'on us'

Now do Drills 7 and 8.

Drill 7. Recognition.

Write the independent pronoun which corresponds to the pronoun suffix of the prepositions given. Ex. مِنْهُ — هُوَ

مَعَهُنَّ	الْيَكُم	فِيكَ
أَمَّا مَكُنَّ	عِنْدَكَ	مِنْهَا
عَنِّي	عَلَيَّ	أَمَّا مَنَا
مَعَكَ	إِلَيْهِ	مَنِّي
لَهُ	بَعْدَهَا	فِيهِمْ

Drill 8. Production.

Replace the words in parentheses with a preposition + pronoun suffix. Ex.

'He went with her to the theater.' — ذهب (مع + هند) الى المسرح .
ذهب معها الى المسرح .

- ١ - (في + المكتبة) كتاب جديد .
- ٢ - (امام + انت) بناء قديم .
- ٣ - كم بنتا (ل + هي) .
- ٤ - رجعتن (من + المطار) .
- ٥ - ذهبن (الى + المدرسة) .
- ٦ - استمعوا (ل + المحاضرة) .
- ٧ - (على + الطاولة) قلم .
- ٨ - ذهب (مع + انا) الى العراق .
- ٩ - (ل + انا) ولد في امريكا .
- ١٠ - اكلت (مع + هم) في مطعم

عربي*

5. Verbs with pronoun suffixes

A pronoun suffix added to a verb denotes the object of the verb, for example:

تَرَكَهُ	'he left him'
تَرَكَتُنَا	'she left us'

The forms of the pronoun suffixes added to verbs are the same as those added to nouns or prepositions, with one exception: with verbs the 1 s. suffix is not -ii or -ya, but -ni 'me':

تَرَكَنِي	'he left me'
-----------	--------------

Remember that the vowel of the suffixes تَرَكَتُهُ and تَرَكَتُهَا changes from u to i when attached to a word ending in ـِ i, ـِي ii, or ـِي y:

تَرَكَتُهُ	'you (m.) left him'
تَرَكَتِهَا	'you (f.) left him'

In addition there are two points applying to verbs with attached pronoun suffixes:

(1) When a suffix is attached to a 3 m.p. verb form ending in -uu and written with a final 'alif, the 'alif is dropped (this is a matter of spelling only):

تَرَكَوْا	'they left'
تَرَكَوْكَ	'they left you'

(2) When a suffix is attached to a 2 m.p. verb (ending in تُمْ -tum), that ending becomes تُمُو -tumuu-:

تَرَكَتُمْ	'you (p.) left'
تَرَكَتُمُونِي	'you (p.) left me'

The following table shows all the pronoun suffixes thus far given, attached to the verb تَرَكَ 'he left';

تَرَكَهُ	'he left him'	تَرَكَهُمْ	'he left them (m.)'
تَرَكَهَا	'he left her'	تَرَكَهِنَّ	'he left them (f.)'
تَرَكَكَ	'he left you (m.)'	تَرَكَكُمْ	'he left you (m.p.)'
تَرَكَكِ	'he left you (f.)'	تَرَكَكُنَّ	'he left you (f.p.)'
تَرَكَنِي	'he left me'	تَرَكَنَا	'he left us'

Now do Drills 9 and 10.

Drill 9. Recognition.

Give in independent form both the pronoun subject and the pronoun object of the following verbs. Ex.

<u>object</u>	<u>subject</u>	
هي	أنا	درستُها ←
١١ - استقبلنا	٦ - تركوني	١ - تركناك
١٢ - تركته	٧ - تابعها	٢ - استقبلتموه
١٣ - قرأها	٨ - تركته	٣ - تركته
١٤ - استقبلوكم	٩ - استقبلني	٤ - قرأتها
١٥ - تركناها	١٠ - تركتهم	٥ - أصدرنه

Drill 10. (Also on tape) Substitution.

Substitute the suffix form of the following for the pronoun object of the verb.

'He left them in London.'

تركهم في لندن

هنّ	هي	انت
انتنّ	نحن	انتم
هم	انتر	انا

Repeat with

- ١ - تركوهم في لندن .
- ٢ - استقبلتها في المطار .

6. Interrogative noun أَيّ 'which?'

The interrogative أَيّ 'which?' is a noun, and as such may, like other nouns, serve as subject or object of a verb or as object of a preposition, receiving the appropriate case inflection in each instance. It most commonly occurs as the first term of an idāfa, as in عَلَى أَيِّ طَائِرَةٍ 'on which plane?'.
 أَيُّ دَرَسٍ may be translated by 'which...?' or 'what...?', e.g. أَيُّ دَرَسٍ 'which lesson?' or 'what lesson?'. Notice that English "what" is equivalent to أَيّ only if it comes together with a noun, as "what boy?" (أَيُّ وَلَدٍ); otherwise "what?" is equivalent to مَا ("What is this?" = مَا هَذَا) or مَاذَا ("What did you drink?" = مَاذَا شَرَبْتَ).

Now do Drill 11.
Drill 11. (Also on tape) Substitution.

a. 'What lesson is this?'

أَيُّ دَرَسٍ هَذَا ؟

جامعة

كتاب

بناء

صف

متحف

استاذ

درس

مدرسة

b. 'What language did you learn?'

أَيُّ لُغَةٍ تَعَلَّمْتَ ؟

نص

درس

كلمة

جملة

c. 'What university did you go to?'

إلى أَيِّ جَامِعَةٍ ذَهَبْتَ ؟

مسرح

بناء

مكتبة

جامعة

صف

متحف

مدرسة

مطعم

D. Comprehension passage

د - نُصُوصٌ لِلْفَهْمِ

Read the following passage; then do Drill 12, which is based on it.

ذهب كريم مع بعض اصدقائه الى المطار واستقبلوا صديقا لهم .
 حضر هذا الصديق، واسمه مَحْمُودٌ، من الشرق الاوسط الى امريكا لدراسة
 اللغة الانكليزية والتاريخ .

ذهب كل الاصدقاء الى السينما وشاهدوا فيلما اجنبيا بعنوان
 " الخرطوم " . بعد الفلم ذهبوا لزيارة كريم وعائلته . أَعَدَّتْ بنت prepared
 كريم القهوة العربية للزائرين . شربوا القهوة العربية واستمعوا بعد
 ذلك للأخبار .

Drill 12. Questions.

أَسْئَلَةٌ

- ١ - من أين حضر محمود ؟ ٤ - ماذا فعلوا بعد الفلم ؟
- ٢ - الى اين ذهب الاصدقاء ؟ ٥ - لماذا حضر محمود الى امريكا ؟
- ٣ - ماذا شاهدوا ؟

E. General drills

ه - التمارين العامة

Drill 13. Written. Conjugation.

a. Fill in the blanks with the correct form of the verb تَرَكَ , using the pronouns on the vertical axis as the subject of the verb and the pronouns on the horizontal axis as the object.

Obj. Subj.	نحن	انتم	انتنّ	هم	هنّ
نحن	X	تركناكم			
أنتم		X	X		
أنتنّ		X	X		
هم					
هنّ					

b. Repeat using اِسْتَقْبَلَ .

Drill 14. Translation.

1. How many students went to Cairo on the Misr Air plane?
2. We have a daughter--her name is Widad.
3. I saw them in front of the window and went up (ذهب) to them.
4. Which man met (received) you (m.) in the airport?
5. Whose is this foreign car?

أ - النص الاساسي

طلّاب جامعيّون

- ١ - فريد : هل درس سامي في الجامعة اللبنانية ؟
- ٢ - مريم : لم يدرس في هذه الجامعة بل كان طالبا في الجامعة
الامريكية في بيروت .
- ٣ - فريد : على أيّ شهادة حصل ؟
- ٤ - مريم : على شهادة الدكتوراه .
- ٥ - فريد : وزوجته ؟
- ٦ - مريم : لم تحصل على الدكتوراه . حصلت على الماجستير فقط ،
ثمّ عملت في مدرسة حكوميّة في لبنان .
- ٧ - فريد : هل رجع سامي بعد ذلك الى بلده ؟
- ٨ - مريم : لا . لم يرجع الى بلده ، بل سافر مع زوجته الى
الكويت للعمل هناك .
- ٩ - فريد : وأنت يا مريم ، ألم تدرسي في الجامعة الامريكية ؟
- ١٠ - مريم : لا . لم ادرس هناك ، بل كنت طالبة في الجامعة اللبنانية .

A. Basic text

University Students

1. Farid: Did Sami study at the Lebanese University?
2. Maryam: He did not study at that university, but he was a
student at the American University of Beirut.
3. Farid: What degree did he get?
4. Maryam: The doctorate.
5. Farid: And his wife?

6. Maryam: She didn't get the doctorate. She only got the master's; and then she worked in a public school in Lebanon.
7. Farid: Did Sami return to his country after that?
8. Maryam: No, he didn't return to his country; he went with his wife to Kuwait to work there.
9. Farid: And you, Maryam, didn't you study at the American University?
10. Maryam: No, I didn't study there. I was a student at the Lebanese University.

B. Vocabulary

ب - المفردات

الحَادِي عَشَرَ	the eleventh
لَمْ	(neg. particle, foll. by jussive) did not, has/have not
لَمْ يَدْرُسْ	he did not study, he has not studied
بَلْ	but; rather; indeed
كَانَ	he was
حَصَلَ عَلَى	he obtained, got
الدُّكْتُورَاه	the doctorate, the Ph.D.
زَوْجٌ - أَزْوَاجٌ	husband
لَمْ تَحْصُلْ عَلَى	she did not obtain
الْمَاْجِسْتِر	the master's degree, the M.A.
فَقَطْ	only
ثُمَّ	then, thereupon, and then
عَمِلَ	he worked
حُكُومَةٌ - اَت	government
مَدْرَسَةٌ حُكُومِيَّةٌ - مَدَارِسُ حُكُومِيَّةٌ	public school
بَلَدٌ - بِلَادٌ	country
بَلَدِيٌّ - وَن	(nisba of بَلَدٌ) native, indigenous, home (as opp. to foreign, alien)
لَمْ يَرْجِعْ	he did not return, he did not go back/come back

سَافَرَ	he travelled, departed, left	went
لَمْ تَدْرُسِي	you (f.s.) didn't study	
لَمْ أَدْرُسْ	I did not study	
كُنْتُ	I was	

Additional vocabulary

الْبَكَالوريوس	the bachelor's degree, the B.A.
لَمْ يَسَافِرْ	he did not travel, depart, leave

C. Grammar and drills

ج - القواعد والتمارين

1. The root and pattern system
2. The forms of the Arabic verb
3. Negative of the perfect tense: لَمْ with jussive
4. Equational sentences: Past time
5. Feminine sound plural: Non-human nouns

1. The root and pattern system

Note the consonants in the following group of words:

دَرْسٌ	'lesson'
دِرَاسَةٌ	'studies, study'
مَدْرَسَةٌ	'school'
دَرَسَ	'he studied'
دَرَسَ	'he taught'
مُدَرِّسٌ	'teacher (m.)'
مُدَرِّسَةٌ	'teacher (f.)'

All these words (and also some others not listed here) have three consonants in common: d r s. The words also have various vowels in various arrangements, and some of them have other consonants--but all have d r s. Such a set of consonants, in a certain order, common to a number of different words, is called

a root, and the individual consonants of a root are called radicals. The great majority of roots consist of three radicals; a few contain one, two, four, or even five radicals. Roots will be written as capital letters, thus: D R S.

A given root generally has associated with it a basic meaning which is relatable to all words derived from it. For example, the root D R S means "study"; دُرْسٌ ('lesson') is a thing studied; دِرَاسَةٌ 'studies' is the activity of studying; مَدْرَسَةٌ 'school' is the place where studying goes on; دَرَسَ 'he studied' is the verb denoting this action; دَرَّسَ 'he instructed, taught' has the underlying meaning of 'he made (someone) study'; مُدَرِّسٌ and مَدْرَسَةٌ 'teacher' have the underlying meaning of "one who teaches". These derived meanings are relatable to word patterns, which are discussed below.

Roots may be conveniently symbolized with the letters FML (F standing for the First radical of any root, M for the Middle radical, and L for the Last radical).

Now note the following groups of words:

(a) حَضَرَ 'he came'	(b) قَرِيبٌ 'near'
دَرَسَ 'he studied'	جَدِيدٌ 'new'
رَجَعَ 'he returned'	كَبِيرٌ 'big'
تَرَكَ 'he left'	قَدِيمٌ 'old'
أَكَلَ 'he ate'	حَدِيثٌ 'modern'

Group (a) are verbs, all in the perfect tense. They also have in common a similarity in pattern: FaMaL(-a). That is, they begin with a consonant (the first radical of the root), then the vowel a, then a second consonant, another vowel a, and then a third consonant. (The final vowel -a is the subject-marker suffix.) These verbs are accordingly said to be of the pattern FaMaL-, which represents the stem of perfect tense (see also 2 below). دَرَّسَ 'he taught' is a different verb pattern: FaMMaL-.

The words in group (b) are an example of a second pattern. They all fit the pattern FaMiil (qariib, jadiid, etc.) and have the meaning "adjective". Two points must be made here. First, this is not to imply that all adjectives are of this pattern; this is one of many adjective patterns (some with specialized meanings) e.g. FaML (such as سَهْل 'easy'), as well as the nisba adjectives (e.g. اَسَاسِي 'basic'). Second, different patterns may look alike. For example, FaMiil is an adjective pattern as described above; it may also be a noun pattern, as in صَدِيق 'friend'. Thus, we have two patterns: FaMiil (adj.) and FaMiil (n.). They are considered different patterns because, as you will see later, they have different plural patterns.

The great majority of words in Arabic can be analyzed into a root and a pattern (with a few exceptions, such as مِنْ 'from' or هُنَا 'here'). This is extremely useful in mastering new vocabulary; that is, as you become familiar with more and more roots and patterns you will be able to analyze words on your own and to associate the meaning with the new word to be learned. For example, let us assume that you know that the pattern maFMaLa(t) (the combination a(t) represents the feminine suffix اة) means "noun of place", on the basis of words like مَكْتَبَةٌ 'library' (lit., "place of books"), and also that you know the root D R S = "to study". When you come across the new word مَدْرَسَةٌ 'school', you can then analyze it as composed of the root D R S meaning "to study" and the pattern maFMaLa(t) meaning "noun of place", and deduce that its underlying meaning is "place of studying", or "school". In the pattern maFMaLa(t), the ma- at the beginning of the pattern is written with small letters to show that (1) m is not a radical and (2) m itself occurs in all nouns of place.

An understanding of roots and patterns is essential to the use of Arabic dictionaries: words therein are arranged alphabetically by root. To acquaint you with this system, the glossary at the end of this book is also arranged

alphabetically by root; you will find it useful as a regular practice with every new lesson to look up in the glossary the words given in the vocabulary of the lesson.

One final remark: just as there are different patterns that look or sound the same, so there are different roots that look or sound the same. For example, جُمْلَةٌ 'sentence' has as its root J M L, and the adjective جَمِيلٌ 'handsome' also has a root J M L in the dictionary; both are listed under the same root, جمل . (The word جَمَلٌ 'camel', however, which also has a root J M L is listed under a second entry, جمل).

Now do Drills 1 and 2.

Drill 1. Written. Recognition.

Write the root and pattern of each of the following words. Ex.

دراسة	د . ر . س	FiMaaLa(t)
زوجة	شهادة	
شرب	زاهب	
شركة	شيء	
رجل	قصير	
جامعة	سافر	

Drill 2. Written.

Write the word which has the root and the pattern given, then look the word up in the dictionary to find the meaning. Ex.

مَعْمَلٌ 'laboratory' ← maFMaL + ع . م . ل

- | | | | |
|--------------|---|-----------|-----|
| ← FaMiiL | + | س . ف . ر | ١ - |
| ← FaML | + | و . ج . ه | ٢ - |
| ← maFMaL | + | د . خ . ل | ٣ - |
| ← FaMMaaL | + | ب . و . ب | ٤ - |
| ← FiMaaLa(t) | + | ت . ج . ر | ٥ - |

←	FaaMiL	+	ب • ك • ر	- ٦
←	FaMaL	+	ب • ت • ك	- ٧
←	maFMaL	+	د • ع • ق	- ٨

2. The Forms of the Arabic verb

An Arabic verb in the perfect tense consists of a perfect stem and a subject-marker; for example, in دَرَسْتُ 'I studied' the stem is دَرَسْ daras- (the root is D R S) and the subject-marker is تُ -tu, and in اِسْتَقْبَلْنَا 'we received' the stem is اِسْتَقْبَلْ ?istaqbal- (the root is Q B L) and the subject-marker is نَا -naa. Clearly the pattern of the stem daras- is shorter and simpler than the pattern of ?istaqbal-. It is in fact the simplest pattern of all verb stems. Arabic verbs are classified according to the pattern of their perfect stems. All verbs with stems of the same pattern as daras- (that is, consisting only of consonant-vowel-consonant-vowel-consonant) are labelled Form I verbs, since that is the simplest possible pattern. Other verbs fall into classes labelled Form II, Form III, and so on up to Form XV, each with its characteristic pattern. Form I verbs are also called simple verbs and all others derived verbs. Form XI through XV are extremely rare, so this book will deal only with Forms I to X.

Following is a list of all the Form I verbs which have so far occurred. Note (1) that in the perfect stems of Form I verbs the first vowel is always a, and (2) that the second vowel may vary: the list below has examples only of a and i, but there are other verbs which have u.

Form I verbs

Stem pattern FaMaL-

دَرَسْ -	daras-	'to study'
حَضَرَ-الِى	haḍar-	'to come to'
رَجَعَ -	rajaʿ-	'to return'

بَدَأَ -	badā?-	'to begin'
قَرَأَ -	qara?-	'to read'
ذَهَبَ -	ðahab-	'to go'
فَعَلَ -	faʿal-	'to do'
أَكَلَ -	ʾakal-	'to eat'
تَرَكَ -	tarak-	'to leave'
حَصَلَ عَلَى -	ḥaṣal-	'to obtain'

Stem pattern FaMiL-

شَرِبَ -	šarib-	'to drink'
عَمِلَ -	ʿamil-	'to work'

Following also, for reference only, is a list of the derived verbs which have occurred thus far, with an indication of the form to which they belong:

<u>Form II</u> (FaMMaL)		
دَرَسَ		'to teach'
<u>Form III</u> (FaaMaL)		
تَابَعَ		'to continue with'
سَافَرَ		'to travel'
شَاهَدَ		'to see'
<u>Form IV</u> (ʾaFMaL)		
أَصْدَرَ		'to publish'
أَكْمَلَ		'to finish'
<u>Form V</u> (taFaMMaL)		
تَعَلَّمَ		'to learn'
<u>Form VIII</u> (ʾiFtaMaL)		
اسْتَمَعَ لَ		'to listen to'
انْتَقَلَ		'to transfer, move'
<u>Form X</u> (ʾistaFMaL)		
اسْتَقْبَلَ		'to receive'

The vowel immediately before the last radical of any stem is referred to as the stem vowel. The stem vowels are underlined in the following perfect verb stems: daras-, šarib-, darras-, saafar-, ʔašadar-, taʔallam-, ʔistaamaʔ-, and ʔistaaqbal-.

Now do Drill 3.

Drill 3. Written.

a. Write the verb which has the root and pattern given, identify the form to which it belongs, then look it up in the dictionary or glossary to find its meaning. Ex.

III 'to meet'	قَالَ = FaaMaL-	ق • ب • ل	
←	taFaMMaL-	ل • خ • ص	١ -
←	ʔiFtaMaL-	ر • ب • ع	٢ -
←	FaMMaL-	ق • د • م	٣ -
←	ʔinFaMaL-	ف • ر • ص	٤ -
←	ʔaFMaL-	ر • ب • خ	٥ -
←	taFaaMaL-	ل • و • ن	٦ -
←	FaMiL-	ل • م • ش	٧ -
←	ʔistaFMaL-	ل • ب • ق	٨ -
←	FaaMaL-	ق • د • ص	٩ -
←	FaMaL-	ن • ك • س	١٠ -

b. Look up the following unfamiliar verbs in the dictionary or glossary and give their meanings.

اعْتَمَدَ	تَحَدَّثَ
أَقْبَلَ	صَدَّقَ
اسْتَخْدَمَ	شَارَكَ

3. Negative of the perfect tense: لَمْ with jussive

The Arabic perfect tense is used to refer to completed actions in the past--to say that someone did or has done something. The negation of actions in the past--saying that someone did not or has not done something--is most commonly expressed by the negative particle لَمْ and a verb form called the jussive:

لَمْ يَدْرُسْ	'he did not study/ has not studied'
---------------	--

The jussive indicates the same distinctions of person, gender, and number as does the perfect, but differs from the latter in two fundamental ways:

(1) Perfect verb forms consist of a stem and subject-marker suffixed to the stem (that is, attached to the end of the stem). Thus the form دَرَسْتُ 'I studied' consists of the stem دَرَسَ daras- and the subject-marker تُ -tu:

<u>Subject-marker</u>	+	<u>Stem</u>
تُ	+	-دَرَسَ-

Jussive forms, on the other hand, consist of a stem and subject-markers pre-fixed to the stem (that is, attached to the beginning of the stem) and, in some cases, suffixed to it as well. Thus the jussive forms in لَمْ يَدْرُسْ 'he did not study' and لَمْ تَدْرُسِي 'you (f.s.) did not study' both have stem دَرَسَ -drus-; the former has subject-marker يَ ya- prefixed, and the latter has subject-marker تَ ta- prefixed and ي -ii suffixed.

<u>Subject-marker</u>	+	<u>Stem</u>	+	<u>Subject Marker</u>
		-دَرَسَ-		يَ
ي	+	-دَرَسَ-		تَ

(2) The stem of jussive forms itself is (in most verbs) different from the perfect stem. Generally speaking, Arabic verbs have two stems: a perfect stem used only in perfect tense verbs, (see Note 2 above), and an imperfect

stem used in the jussive (and also in the imperfect indicative, subjunctive, and imperative, all of which will be treated later). The pattern of the imperfect stem of a verb usually differs from the perfect stem by having different vowels and/or a different number of vowels. Thus the perfect stem of دَرَسَ 'to study' is

دَرَسَ- daras-

and the imperfect stem is

-drus- دَرَسْ-

Now compare two actual perfect and jussive verb forms (stems underlined):

<u>Jussive</u> (with لَمْ)		
يَدْرُسْ لَمْ lam ya- <u>drus</u>		'he did not study'
تَدْرُسِي لَمْ lam ta- <u>drus</u> -ii		'you (f.s.) did not study'
<u>Perfect</u>		
دَرَسَ <u>daras</u> -a		'he studied'
دَرَسْتَ <u>daras</u> -ti		'you (f.s.) studied'

Shown in the table below are the five singular forms of دَرَسَ 'to study' in the jussive:

	<u>Jussive</u>	<u>Subject-marker</u>
3 MS	يَدْرُسْ	يَ ya-
3 FS	تَدْرُسْ	تَ ta-
2 MS	تَدْرُسْ	تَ ta-
2 FS	تَدْرُسِي	تَ .. ي ta...ii
1 S	أَدْرُسْ	أَ ?a-

The following points may be noted:

(1) The 3 f.s. and 2 m.s. forms are identical. This is true of all imperfect verbs (those using the imperfect stem) in Arabic.

(2) The subject marker for the 2 f.s. form is a combination of prefix and suffix.

Form I verbs have perfect stems of the pattern FaMvL- (the y here stands for "any of the three short vowels"), as in دَرَسَ daras-(a) and imperfect stems of the pattern -FMvL-, as in يَدْرُسُ (ya)-drus. Therefore, if you know the perfect form of a Form I verb, you also know the jussive form--except for the stem vowel, which in general just has to be learned for each verb. There are, however, one or two hints which may help in the learning process:

(1) If the stem vowel of the perfect is a, the stem vowel of the imperfect may be u, i or a. It is very likely to be a if the second or third consonant of the stem is one of the throat sounds أ , ه , ح , or ع , as in the last four examples below. (These and the succeeding examples are all 3 m.s. forms.)

	Perfect	Stem	Jussive	Stem
'to study'	دَرَسَ	daras-	يَدْرُسُ	-drus
'to come'	حَضَرَ إِلَى	ḥaḍar-	يَحْضُرُ	-ḥaḍur-
'to eat'	أَكَلَ	?akal-	يَأْكُلُ	-?kul-
'to leave'	تَرَكَ	tarak-	يَتْرُكُ	-truk-
'to obtain'	حَصَلَ عَلَى	ḥasaḷ-	يَحْصُلُ	-ḥṣul-
'to return'	رَجَعَ	rajaʕ-	يَرْجِعُ	-rjiʕ-
'to begin'	بَدَأَ	badaʔ-	يَبْدَأُ	-bdaʔ-
'to read'	قَرَأَ	qaraʔ-	يَقْرَأُ	-qraʔ-
'to go'	ذَهَبَ	ḏahab-	يَذْهَبُ	-ḏhab-
'to do'	فَعَلَ	faʕal-	يَفْعَلُ	-fʕal-

(2) If the vowel of the perfect stem is i, the vowel of the imperfect stem is almost always a.

'to drink'	شَرِبَ	ʕarib-	يَشْرَبُ	-ʕrab-
'to work'	عَمِلَ	ʕamil-	يَعْمَلُ	-ʕmal-

(3) If the vowel of the perfect stem is u, the vowel of the imperfect stem is always u (no examples yet).

Finally, verbs whose first radical is a hamza, for example أَكَلَ 'to eat' (root ? K L) have regular imperfect forms in all persons except the first person singular. Compare the following 3 m.s. forms:

lam ya-drus	لَمْ يَدْرُسْ	'He didn't study.'
lam ya-ʔkul	لَمْ يَأْكُلْ	'He didn't eat.'

If the 1 s. form were regular, it would be like the 1 s. form of 'to study' as follows:

lam ʔa-drus	'I didn't study'
lam (ʔa-ʔkul)	'I didn't eat'

But this form ʔa-ʔkul- does not actually occur, because it contains a sequence of sounds which is not permitted by the phonological rules of Arabic: the sequence ʔaʔ- when the next sound is a consonant. Whenever this sequence is produced by the regular processes of word-formation (such as the conjugation of a verb) it is automatically changed to ʔaa, which in Arabic is written آ. Thus the actual Arabic 1 s. form is لَمْ آكُلْ 'I didn't eat'. The following diagram illustrates the process (hypothetical regular form in parentheses, with the non-permitted sequence underlined):

lam ʔa-drus	لَمْ آدْرُسْ	'I didn't study'
lam (<u>ʔa-ʔ</u> kul) → ʔaakul	لَمْ آكُلْ	'I didn't eat'

This lesson deals only with Form I verbs. The jussive of derived verbs will be discussed later as each Form is discussed, beginning in Lesson 17. Now do Drills 4, 5 and 6.

Drill 4. (Also on tape) Recognition.

Give the independent pronoun which corresponds to each of the following jussive forms.

- ١ - لم يرجع الى بلده في ذلك الوقت .
- ٢ - لم تدرس الدرس الاساسي .
- ٣ - لم اذهب الى القاهرة .
- ٤ - ألم تتركي عائلتك في لندن ؟
- ٥ - لم تهدأ دراسة التاريخ هذه السنة .
- ٦ - لم يأكل كبة في المطعم العربي .
- ٧ - ألم تقرئي كتاب صديقك ؟
- ٨ - لم تحصل على شهادة في الانكليزية .
- ٩ - ألم تعمل في مكتب المدير ؟
- ١٠ - لم أشرب قهوة مع اصدقائي .

Drill 5. (Also on tape) Conjugation.

a. 'Didn't he work in the company office?' ألم يعمل في مكتب الشركة ؟

أنتَ	أنتِ
المديرة	أنا
السكرتير	السيد فريد
الموظف	كريمة
بنته	ابنك

b. Repeat with the following sentence.

'He didn't leave his family in Baghdad.' لم يترك عائلته في بغداد .

Drill 6. (Also on tape) Transformation: Affirmative → negative with لَمْ. Ex.

'He worked in a government office.' → عمل في مكتب حكومي.

'He didn't work in a government office.' لم يعمل في مكتب حكومي.

newspaper

- ١ - حصلت على شهادة في العربية .
- ٢ - فعلت ذلك في نيويورك .
- ٣ - قرأت جريدة " أخبار اليوم " .
- ٤ - بدأت دراسة التاريخ المصري .
- ٥ - ذهبت الى الشركة لزيارة المدير .
- ٦ - أكلت في مطعم مع اصدقائك .
- ٧ - درس النص الاساسي .
- ٨ - رجعت الى الشرق الاوسط للعمل هناك .

4. Equational sentences: Past time

Equational sentences refer to present time:

'Sami is a student.' سامي طالب .

The equivalent in past time is expressed by use of the verb كان

'to be':

'Sami was a student.' كان سامي طالباً .

Notice that when كان is used, a predicate noun or adjective is in the accusative case.

The verb كان has the same distinctions of person, gender, and number, and follows the same rules of agreement with its subject as any verb. The perfect tense forms are as follows:

Singular		Plural	
3 M	كَانَ 'he was'	كَانُوا 'they (m.) were'	
3 F	كَانَتْ 'she was'	كُنَّ 'they (f.) were'	
2 M	كُنْتُمْ 'you (m.s.) were'	كُنْتُمْ 'you (m.p.) were'	
2 F	كُنْتُمْ 'you (f.s.) were'	كُنْتُمْ 'you (f.p.) were'	
1	كُنْتُ 'I was'	كُنَّا 'we were'	

This verb, as the table shows, has two perfect stems, kaan- and kun-. The former is used with suffixes (subject-markers) beginning with a vowel: -a, -at, and -uu; while the latter is used with suffixes beginning with a consonant: -ta, -ti, etc. Thus we have

كَانَ kaan- + -a 'he was'

but كُنْتُ kun- + -tu 'I was'

Note also the spelling of كُنَّ 'they (f.) were' and كُنَّا 'we were', in which the final ن of the stem and the initial ن of the suffixes are written as one ن with a shadda.

Additional examples, showing equational sentences (present) and their past time equivalents.

Present	وَدَادَ السِّكْرَتِيرَةُ هُنَا.	'Widad is the secretary here.'
Past	كَانَتْ وَدَادَ السِّكْرَتِيرَةُ هُنَا.	'Widad was the secretary here.'
Present	نَحْنُ طُلَّابٌ جُدُدٌ.	'We are new students.'
Past	كُنَّا طُلَّابًا جُدُدًا.	'We were new students.'
Present	الدَّرْسُ قَصِيرٌ.	'The lesson is short.'
Past	كَانَ الدَّرْسُ قَصِيرًا.	'The lesson was short.'
Present	الطَّاوِلَةُ فِي الْمَكْتَبِ.	'The table is in the office.'
Past	كَانَتِ الطَّاوِلَةُ فِي الْمَكْتَبِ.	'The table was in the office.'
Present	فِي الْمَكْتَبِ طَاوِلَةٌ.	'There is a table in the office.'
Past	كَانَ فِي الْمَكْتَبِ طَاوِلَةٌ.	'There was a table in the office.'

For the agreement of كان in the last example, see 6.C.3.

Now do Drills 7 and 8.

Drill 7. (Also on tape) Transformation. Ex.

'He is a new student.' →

هو طالب جديد. ←

'He was a new student.'

كان طالبا جديدا .

- ١ - هي موظفة في المتحف .
- ٢ - أنتم طلاب في مدرسة حكومية .
- ٣ - هم أصدقاء أحمد .
- ٤ - أنت مدرسة في سوريا .
- ٥ - أنا ذاهب الى المسرح .
- ٦ - أنتن أستاذات في جامعة الخرطوم .
- ٧ - أنت في مكتب الشركة .
- ٨ - هو رجل مشهور .
- ٩ - نحن أصدقاء الرئيس .
- ١٠ - هن موظفات في مكتب حكومي .

Drill 8. Transformation. Present → Past. Ex.

الاستاذ : المرأة موظفة في بنك . → 'The woman is an employee in a bank.'

الطالب : كانت المرأة موظفة في بنك . 'The woman was an employee in a bank.'

الطالب : المرأة كانت موظفة في بنك .

- ١ - عادل ذاهب الى الرياض .
- ٢ - الاساتذة في مكتبهم .
- ٣ - صديق وداود طالب في الأزهر .
- ٤ - المدرسات الجديرات في دمشق .
- ٥ - رئيس امريكا من ميشغان .
- ٦ - مريم زوجة استاذ مشهور .

5. Feminine sound plural: Non-human nouns

The feminine sound plural ending ات -aat- is generally used to form the plural of feminine nouns referring to human beings, as was shown in 9.C.2 (p. 199). It is also used to form the plural of nouns not referring to human beings: a great

many (not all) feminine nouns ending in ة and a number of masculine nouns as well. The following list includes all such nouns which have occurred so far. The first two are masculine, the others feminine.

	<u>Singular</u>	<u>Plural</u>	
(m.)	مَطَارٌ	مَطَارَاتٌ	'airports'
(m.)	أُتُوْبِيسٌ	أُتُوْبِيسَاتٌ	'buses'
	وَرَقَةٌ	وَرَقَاتٌ	'sheets of paper'
	طَاوِلَةٌ	طَاوِلَاتٌ	'tables'
	جَامِعَةٌ	جَامِعَاتٌ	'universities'
	مَكْتَبَةٌ	مَكْتَبَاتٌ	'libraries'
	كَلِمَةٌ	كَلِمَاتٌ	'words'
	عَائِلَةٌ	عَائِلَاتٌ	'families'
	دِرَاسَةٌ	دِرَاسَاتٌ	'studies'
	شَهَادَةٌ	شَهَادَاتٌ	'diplomas, degrees'
	لُغَةٌ	لُغَاتٌ	'languages'
	مُحَاضَرَةٌ	مُحَاضَرَاتٌ	'lectures'
	طَائِرَةٌ	طَائِرَاتٌ	'airplanes'
	زِيَارَةٌ	زِيَارَاتٌ	'visits'
	سَيَّارَةٌ	سَيَّارَاتٌ	'cars'
	شَرِكَةٌ	شَرِكَاتٌ	'companies'
	حُكُومَةٌ	حُكُومَاتٌ	'governments'
	سَنَةٌ	سَنَوَاتٌ	'years'

Note the plural سَنَوَاتٌ 'years'. Like the nisba سَنَوِيٌّ 'yearly', it is

based on a slightly different stem sanaw-.

It is worth noting that foreign words referring to non-humans, e.g.

'bus', are generally made plural with ات .
Now do Drills 9 and 10.

Drill 9. Written. Recognition.

Give the singular of the following words.

لغات	اوتوبيسات
طائرات	سنوات
طلاب	كلمات
سيارات	مطارات
اصدقاء	

Drill 10. (On tape) Transformation: Singular → plural.

D. Comprehension passage

د - نصوص لفهم

(1) Read the following passage; then do Drill 12, which is based on it.

السيد محمود فريد رجل مشهور في المغرب . أكمل الدراسة
الثانوية في مدرسة حكومية في الرباط ، ثم سافر الى مصر لدراسة
التاريخ في جامعة القاهرة .
حصل السيد محمود على شهادة البكالوريوس من جامعة القاهرة
ثم ذهب الى لندن للدراسة هناك . بعد الحصول على الدكتوراه ، رجع
السيد محمود الى بلده ، وعمل في الجامعة .
زوجة السيد محمود مصرية . اسمها فريال . ذهبت معه الى
لندن . لم تحصل السيدة فريال على شهادة من لندن ، بل عملت في مكتبة
الجامعة هناك . هي الآن مدرّسة في مدرسة خاصة .

Drill 11. Written.

Fill in the blanks on the basis of the passage above.

- ١ - السيد فريد من _____ ، وزوجته من _____ .
- ٢ - الرباط في _____ .
- ٣ - درس السيد فريد في _____ و _____ و _____ .
- ٤ - درس السيد فريد _____ في جامعة القاهرة .
- ٥ - السيدة فريال _____ على شهادة من لندن .
- ٦ - السيد فريد الآن _____ وزوجته _____ .

(2) Listen to the passage on tape; then do Drill 12, which is based on it.

Drill 12. (Also on tape) Passage for Aural Comprehension.

اسئلة

- ١ - هل درس كريم وحسين في مدرسة ثانوية في مصر ؟
- ٢ - الى أي جامعة انتقل كريم وحسين ؟
- ٣ - هل حصل كريم على شهادة ؟
- ٤ - ماذا فعل بعد ذلك ؟
- ٥ - هل حصل حسين على شهادة ؟
- ٦ - لماذا رجع الى بلده ؟
- هـ - التمارين العامة

E. General drills

Drill 13. Written.

Match the items in column (a) with those in column (b) to make meaningful sentences.

- | (b) | (a) |
|-------------------|----------------------|
| في ذلك المطار | ١ - حصلت زوجتي على |
| تعلمتم في الجامعة | ٢ - على أي أوتوبيس |
| عائلة | ٣ - أَلَمْ تقرأ |
| هذا الكتاب | ٤ - هل المتحف الوطني |
| بالسيارة | ٥ - طائرات شركة مصر |

- | | |
|------------------|------------------------|
| شهادة جامعيّة | ٦ - درس صديقي |
| حديث أم قديم | ٧ - أليست لمدير الشركة |
| في مدرسة حكوميّة | ٨ - رجعوا الى |
| سافرت | ٩ - هل سافرتنّ |
| بلادهم أمس | ١٠ - كم لغة |

Drill 14. Written. Sentence Formation-transformation.

Write complete sentences using the following groups of words in their appropriate forms. Translate your sentences. Ex.

'What country did you go to with your family?'
 ذهب - أي - أنتم - الى - عائلة -
 بلد - مع - أنتم -
 الى أيّ بلد ذهبت مع عائلتكم ؟

- ١ - استاذ - مع - ذهب - فريد - أنا - محاضرة - لم - الى •
- ٢ - بيروت - كان - في - طالب - زوجة - صديق - أنا •
- ٣ - جامعة - أنت - لغة - درس - كم - في •
- ٤ - بنك - مطار - في •
- ٥ - كريم - مكتب - اصدقاء - ليس - في •

زيارة الى لبنان

- سافر عدد من طلاب جامعة كاليفورنيا الى بيروت . واثناء
اقامتهم في لبنان شاهدوا بعض الآثار التاريخية . وقبل عودتهم تحدّث
اليهم مراسل جريدة " المساء " الهيروتية وسألهم :-
- ماذا اعجبكم في بلدنا ؟
قالوا :
- اعجبنا جماله وآثاره القديمة في بعلبك .
ثم سألهم :
- ألم تذهبوا لزيارة الأرز ومتحف الكاتب اللبناني الامريكي جبران
خليل جبران ؟
قالوا :
- لا ، لم نذهب . وقتنا لم يسمح بهذا .
وسألهم :
- هل كنتم مع طلاب لبنانيين اثناء زيارتكم للآثار اللبنانية ؟
قالوا :
- لا . لم نكن .

أسئلة

- ١ - الى أيّ بلد سافر الطّلاب ؟
٢ - هل ذهبت الى لبنان ؟
٣ - ماذا شاهد الطّلاب هناك ؟
٤ - هل ذهبوا لزيارة الارز ؟
٥ - هل كانوا مع طّلاب لبنانيين
أثناء زيارتهم ؟
لماذا ؟

A. Basic text

A Visit to Lebanon

A number of students from the University of California travelled to Beirut, and during their stay in Lebanon they saw some of the historic ruins. Before their return, a reporter from the Beirut newspaper Al-Masā' talked with them and asked them:

"What did you like in our country?"

They said: "We liked the beauty of it, and the ancient ruins at Baalbek."

He then asked them, "Didn't you go to visit the Cedars, and the museum of the Lebanese-American writer Kahlil Gibran?"

They said, "No, we didn't. Our time didn't permit that."

Then he asked them, "Were you with Lebanese students during your visit to the Lebanese antiquities?"

They said, "No, we weren't."

B. Vocabulary

ب - المفردات

الثَّانِي عَشَرَ	the twelfth
عَدَدٌ (مِنْ)	a number (of)
كاليفورنيا	California
أثناء	during
إقامة	(verbal noun) stay (in a place); residence
آثار، آثار قديمة	(pl.) ruins, antiquities
قبل	before (prep.)
عودة	(verbal noun) return
تحدث (إلى) (عن)	to speak (to) (about); to converse (with) (about) (indic.: يتحدث عن)
مُرَاسِل - ون	reporter, correspondent

جَرِيدَةٌ - جَرَائِدُ	newspaper
" الْمَسَاءُ "	<u>Al-Masā'</u> (Beirut newspaper)
سَأَلَ	to ask (indic. يَسْأَلُ)
أَعْجَبَ	to please (s.o.) (see C.3 below) (indic. يُعْجِبُ)
قَالُوا	they said
جَمَالٌ	beauty
بَعْلَبَكْ	Baalbek
الْأرز	The Cedars
كَاتِبٌ - كُتَّابٌ	writer, author
جُبْرَانُ خَلِيلُ جُبْرَان	Kahlil Gibran (full Arabic name is (Jubrān Khalīl Jubrān)
سَمَحَ (لِ) (بِ) ..	to allow, permit (s.o.) (to do...) (indic. يَسْمَحُ)
لَمْ نَكُنْ	we were not

Additional vocabulary

أَخْبَرَ بِ ..	to tell, inform of (indic. يُخْبِرُ)
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C. Grammar and drills

ج - القواعد والتمارين

1. Plural of jussive: Form I
2. Equational sentences: Past negative with jussive of كَانَ
3. The verb أَعْجَبَ 'to please'
4. Adjective modifying first term of idāfa
5. Adjective modifying noun with pronoun suffix

1. Plural of jussive: Form I

In the last lesson (11.C.3) we introduced the jussive and gave the singular jussive forms for Form I verbs. The table below gives these singular forms again for reference, and also gives the five plural forms for the verb دَرَسَ 'to study'.

Jussive						
<u>Singular</u>				<u>Plural</u>		
	<u>Verb</u>	<u>Subject-marker</u>			<u>Verb</u>	<u>Subject-marker</u>
3 MS	يَدْرُسْ	يَ	ya-	3 MP	يَدْرُسُوا	ya...uu
3 FS	تَدْرُسْ	تَ	ta-	3 FP	يَدْرُسْنَ	ya...na
2 MS	تَدْرُسْ	تَ	ta-	2 MP	تَدْرُسُوا	ta...uu
2 FS	تَدْرُسِي	تَ•يَ	ta...ii	2 FP	تَدْرُسْنَ	ta...na
1 S	أَدْرُسْ	أَ	?a-	1 P	نَدْرُسْ	na-

Note that in the plural all the forms except the 1 p. have both prefixed and suffixed subject-markers. Note also the following spelling convention: the 3 m.p. يَدْرُسُوا and the 2 m.p. تَدْرُسُوا, which end in -uu, are spelled with a final ?alif. This does not affect the pronunciation. If a pronoun suffix is added to such a form, the ?alif is dropped:

لَمْ يَدْرُسُوهُ. 'They didn't study it (m.).'

These remarks also apply to the 3 m.p. perfect form, for example دَرَسُوا 'they (m.) studied' (see 9.C.4), and we can now make this general statement: Any Arabic second or third person plural verb form ending in و is written with a final ?alif, which is dropped before a pronoun suffix.

As we saw in the previous lesson, the jussive is used with لَمْ to express the negative of a past action. Here are some examples of the new plural forms:

لَمْ يَحْضُرُوا أَمْسَ. 'They (m.) didn't come yesterday.'

لَمْ يَفْرَأُوهَا. 'They (m.) haven't read it (f.).'

لَمْ يَحْصُلْنَ عَلَى عَمَلٍ هُنَاكَ. 'They (f.) didn't obtain a job there.'

لَمْ تَأْكُلُوا الْكُبَّةَ. 'You (m.p.) haven't eaten the kubba.'

'Didn't you (f.p.) drink the coffee?' أَلَمْ تَشْرَبَنَّ الْقَهْوَةَ؟
'We haven't read this lesson.' لَمْ نَقْرَأْ هَذَا الدَّرْسَ.

Now do Drills 1 and 2.

Drill 1. (On tape) Conjugation.

Drill 2. Transformation. Affirmative → negative. Ex.

حصل سامي على شهادة جامعية. → 'Sami obtained a university degree.'

لم يحصل سامي على شهادة جامعية. ← 'Sami didn't obtain a university degree.'

- ١ - تركنا الولد في المطار. ٦ - أكلت زوجته معه في المطعم.
- ٢ - الموظفون عملوا في مكتب حكومي. ٧ - فعلوا ذلك امس.
- ٣ - أذهبتم مع عائلتكم الى المسرح؟ ٨ - رجعتن الى بلدكن بعد سنة.
- ٤ - الطالبات التونسيات درسن الفرنسية. ٩ - حضر استاذنا الى الصف.
- ٥ - بدأت دراسة العربية في الكويت. ١٠ - أقرأت كتاب الكاتب المشهور؟

2. Equational sentences: Negative past with jussive of كان

The verb 'to be' كان is used to place an equational sentence in past time. Like any verb, كان has jussive forms which, with لَمْ, expresses the past negative. (The present negative, as we have seen, is expressed by لَيْسَ.) Examples:

<u>Present</u>	سَلِيمٌ طَالِبٌ.	'Salim is a student.'
<u>Present Negative</u>	لَيْسَ سَلِيمٌ طَالِبًا.	'Salim is not a student.'
<u>Past</u>	كَانَ سَلِيمٌ طَالِبًا.	'Salim was a student.'
<u>Past negative</u>	لَمْ يَكُنْ سَلِيمٌ طَالِبًا.	'Salim was not a student.'

As the examples show, a predicate noun or adjective is in the accusative case after any form of كَانَ or لَيْسَ.

The following table shows the singular and plural jussive forms of كَانَ:

Jussive			
<u>Singular</u>		<u>Plural</u>	
3 MS	يَكُنْ	3 MP	يَكُونُوا
3 FS	تَكُنْ	3 FP	يَكُنْنَ
2 MS	تَكُنْ	2 MP	تَكُونُوا
2 FS	تَكُونِي	2 FP	تَكُنْنَ
1 S	أَكُنْ	1 P	نَكُنْ

This verb has two imperfect stems: one is كُونْ -kuun-, used with a suffix beginning with a vowel; the other is كُنْ -kun-, used with a suffix beginning with a consonant, or when there is no suffix. Note also the two feminine plural forms, where the final ن of the stem -kun- and the initial ن of the suffix -na are written as one نَّ with a shadda.

Shown below are additional examples of the past negative of كَانَ.

لَمْ يَكُنْ ابْنِي هُنَا فِي ذَلِكَ الْوَقْتِ.	'My son wasn't here at that time.'
لَمْ تَكُنْ سَكْرَتِيرَةً - كَانَتْ أَسْتَاذَةً.	'She wasn't a secretary--she was a professor.'
أَلَمْ تَكُنْ فِي الْجَامِعَةِ أَمْسَ؟	'Weren't you (m.s.) at the university yesterday?'
لَمْ يَكُنْ فِي الْمَكْتَبِ كُرْسِيٌّ.	'There wasn't a chair in the office.'
لَمْ تَكُونُوا مُوَظَّفِي حُكُومَةٍ.	'You (m.p.) were not government employees.'

Now do Drills 3 and 4.

Drill 3. (On tape) Conjugation: لَمْ + كَانَ.

Drill 4. Transformation: Negation of equational sentences.

'Adil is a bank employee.' → عادل موظف في بنك . ←

'Adil was a bank employee.' → كان عادل موظفا في بنك . ←

'Adil wasn't a bank employee.' لم يكن عادل موظفا في بنك .

- | | |
|-------------------------------|-----------------------------|
| ٥ - أنا مدير الشركة . | ١ - الدكتور فريد مشهور . |
| ٦ - صديقاتنا طالبات مغربيات . | ٢ - زوجتي استاذة جامعية . |
| ٧ - أنتم موجودون هنا . | ٣ - بناء الجريدة حديث جدا . |
| ٨ - صديقتي سعاد من العراق . | ٤ - موعد طائرته قريب . |

3. The verb أَعَجَبَ 'to please'

The sentence أَعْجَبَنَا جَمَالُهُ is translated 'We liked its beauty' but the verb أَعْجَبَ literally means 'to please', and the word-for-word translation of the sentence above is 'Its beauty pleased us.' In the Arabic sentence the noun جَمَالٌ 'beauty' is the subject, and the pronoun suffix نا 'us' is the object. Sentences with أَعْجَبَ are often best translated into English by sentences using the verb 'to like', 'to admire' but in that case the object in the Arabic sentence will be the subject in the English sentence and vice versa. Examples (with Arabic subject underlined):

<u>مَاذَا أَعْجَبَكُمْ فِي بَلَدِنَا ؟</u>	'What pleased you in our country?'
	('What did you like in our country?')
<u>أَعْجَبَتْهُمْ الْآثَارُ الْقَدِيمَةُ.</u>	'The ancient ruins pleased them.*'
	('They liked the ancient ruins.')
<u>أَعْجَبَ الْمَوْظِفَةَ عَمَلُهَا الْجَدِيدُ.</u>	'Her new job pleased the employee.'
	('The employee liked her new job.')

Now do Drills 5 and 6. *For this verb-subject agreement see bottom page 256.

Drill 5. (Also on tape) Substitution.

'I liked the beauty of this country.' أنا: اعجبني جمال هذا البلد .

الاستاذ سليم	الموظفون	أنتم
المرأة	وداد ومريم وهند	نحن
انا	أنتن	هي

Drill 6. (On tape) Substitution.

4. Adjective modifying first term of idāfa

There have already been many examples of noun-adjective phrases consisting of a simple noun followed by its adjective:

مَدْرَسَةٌ ثانَوِيَّةٌ	'a secondary school'
النَّصُّ الْأَسَاسِيُّ	'the basic text'

There have also been examples where the last term of an idāfa is modified by an adjective (another way of describing this is to say that the last term is the whole noun-adjective phrase):

عُنْوَانُ مُحَاضَرَةِ الْأُسْتَاذِ الزَّائِرِ	'the title of the <u>visiting professor's</u> lecture'
---	--

Now here is an example in which a noun in an idāfa other than the last term is modified by an adjective:

جَرِيدَةُ " الْمَسَاء " الْبَيْرُوتِيَّةُ	'the <u>Beirut newspaper</u> "Al-Masā'"
---	---

The first noun in this idāfa (جَرِيدَةُ) is modified by the adjective بَيْرُوتِيَّةٌ 'Beirut'. The usual position for an adjective is immediately after the noun it modifies, but here that noun (جَرِيدَةُ) is followed by another noun in an idāfa. Two nouns in an idāfa may not be separated by an adjective. Therefore, if the first noun (or any noun except the last) in an idāfa is to be modified by an adjective, that adjective must follow the whole idāfa; it agrees with

the particular noun it modifies in the usual ways (definiteness, case, gender, number). Here is an example, with the noun and its modifying adjective underlined:

مُوظَّفُ حُكُومَةٍ جَدِيدٍ 'a new government employee'

In this example مُوظَّفُ is indefinite (because the last noun in the idāfa, حُكُومَةٍ, is indefinite) but it cannot have nunation since it is the first term of an idāfa. The adjective جَدِيدٌ is indefinite to agree with مُوظَّفُ, and it does have nunation. It also of course agrees in case, gender, and number. Contrast this example with the following:

مُوظَّفُ الحُكُومَةِ الجَدِيدُ 'the new government employee'

Here مُوظَّفُ is definite (because الحُكُومَةِ is definite) but as the first term of an idāfa cannot have the definite article. The adjective الجَدِيدُ is definite to agree with مُوظَّفُ, and, as a definite adjective, must have the definite article.

In the example above it is clear that الجَدِيدُ modifies مُوظَّفُ and not الحُكُومَةِ, for if it modified the feminine noun الحُكُومَةِ it would have to agree with it in gender, as well as in case. That would then be:

مُوظَّفُ الحُكُومَةِ الجَدِيدَةِ 'the employee of the new government'

Even if 'employee' also were feminine, the case ending of the adjective would indicate which noun it modified:

مُوظَّفَةُ الحُكُومَةِ الجَدِيدَةِ	'the <u>new</u> <u>employee</u> of the government'
مُوظَّفُ الحُكُومَةِ الجَدِيدَةِ	'the employee of the <u>new</u> government'

There can be ambiguity only if the first noun also happens to be genitive, or if case endings are not written:

(مَعَ) مُوظَّفَةٌ الْحُكُومَةِ الْجَدِيدَةِ	'(with) the new employee of the government' or...
(مَعَ) مُوظَّفَةٌ الْحُكُومَةِ الْجَدِيدَةِ	'(with) the employee of the new government'

In practice, however, such ambiguity is rare, and where it does occur the general context will usually indicate the correct choice.

Occasionally more than one noun in an idāfa may be modified by an adjective.

In that case the first adjective after the idāfa modifies the noun nearest it.

مُرَاسِلُ	الْجَرِيدَةِ	الْبَيْروُتِيَّةِ	الْمِصْرِيِّ	'The Egyptian correspondent of the Beirut newspaper'
1	2	2	1	
مُدِيرُ	الشَّرْكَةِ	الْأَمْرِيكِيَّةِ	الْجَدِيدِ	'The new director of the American company'
1	2	2	1	
بِنَاءُ	الْمَتْحَفِ	الْوَطَنِيِّ	الْحَدِيثِ	'The modern building of the National Museum'
1	2	2	1	
بِنَاءُ	الْمَتْحَفِ	الْوَطَنِيِّ	الْحَدِيثِ	'The building of the modern National Museum'
1	2	2	2	

Now do Drills 7 and 8.

Drill 7. (On tape) Substitution.

Drill 8. Written. Recognition and translation: Adjective agreement in idāfas.

a. In each of the sentences below, underline all nouns of the idāfa construction, then number them, from right to left. Next underline the adjective(s) following the idāfa. Give each adjective the same number as the noun it modifies. Ex.

هو مُرَاسِلُ الْجَرِيدَةِ الْبَيْروُتِيَّةِ الْمِصْرِيِّ. 'He's the Egyptian correspondent of the Beirut newspaper.'

سَكْرَتِيرَةُ الْمُدِيرِ الْجَدِيدَةِ فِي مَكْتَبِهِ. 'The director's new secretary is in his office.'

- ١ - مدير الشركة الكبيرة صديقي .
- ٢ - استقبل الرئيس موظفي الحكومة المصرية الجديدة .
- ٣ - قرأت كتاب الاستاذة الجامعية الجديد .
- ٤ - أين بناء المكتبة الوطنية ؟

٥ - هل أنت مراسل جريدة " اخبار اليوم " المصرية ؟

٦ - هل شاهدت طاولة الصفّ الجديدة ؟

٧ - هذا هو كرسيّ مدرّسة اللغة العربية الجديد .

٨ - قرأت جملة الدرس الثاني القصيرة .

b. Translate the sentences of (a) above.

5. Adjective modifying noun with pronoun suffix

A noun which has an attached pronoun suffix is definite, and therefore an adjective modifying that noun is also definite (i.e., always has the definite article). The adjective also agrees with the noun in case, gender, and number. Here are some examples, with the noun with pronoun suffix and its adjective underlined:

أُسْتَاذُنَا الْجَدِيدُ مِنْ تُونِسَ .	'Our <u>new professor</u> is from Tunis.'
ذَهَبُوا إِلَى بَغْدَادَ مَعَ أَصْدِقَائِهِمُ الْجُدُدِ .	'They went to Baghdad with <u>their new friends</u> .'
لَمْ أَقْرَأْ كِتَابَهُ الْمَشْهُورَ .	'I haven't read <u>his famous book</u> .'
هَلْ صَدِيقَتُكَ اللَّهْنَانِيَّةُ مِنْ بَيْرُوتَ ؟	'Is <u>your Lebanese friend</u> from Beirut?'

Note also the following example, which occurs in the text:

أَعْجَبَنَا جَمَالُهُ وَآثَارُهُ الْقَدِيمَةُ .	'Its beauty and <u>its ancient ruins</u> pleased us.'
---	---

This illustrates a new principle of agreement: If a singular noun does not refer to a single human being, its plural form takes a feminine singular adjective, verb or pronoun, regardless of the gender of the noun itself in the singular. In this example the noun آثَارُ is plural and refers to things, not persons. Therefore, the adjective modifying it (الْقَدِيمَةُ) is in its feminine singular form. This

point will be treated at greater length in later lessons.

Now do Drills 9 and 10.

Drill 9. Transformation: Adjective agreement.

Combine the following sentences into one sentence, as illustrated.

'The director's secretary is here.'
'The director's secretary is new.'
'The director's new secretary is here.'

← { . سكرتيرة المدير موجودة هنا .
سكرتيرة المدير جديدة .
سكرتيرة المدير الجديدة موجودة هنا .

{ . مراسل الجريدة هناك .
الجريدة مصرية . - ٦ .

{ . استقبل استاذہ .
استاذہ مشہور . - ١ .

{ . عائلته في السيارة .
عائلته كبيرة . - ٧ .

{ . لوح الصفّ هنا .
لوح الصفّ قديم . - ٢ .

{ . استمعنا الى محاضرات اساتذتنا .
اساتذتنا مشہورون . - ٨ .

{ . زهنا مع اصدقائنا .
اصدقائنا مصريون . - ٣ .

{ . استقبل الرئيس استاذات الجامعة .
استاذات الجامعة جديداً . - ٩ .

{ . تحدّث الى موظفي الشركة .
موظفو الشركة جدد . - ٤ .

{ . شاهد مدرسيه في المكتبة .
مدرّسوه لبنانيّون . - ١٠ .

{ . سيّارة المدير من فرنسا .
سيّارة المدير جديدة . - ٥ .

Drill 10. (Also on tape) Transformation: Plurals.

'The ruins' - 'ancient'

الآثار - قديم

'Are the ruins ancient?'

هل الآثار قديمة ؟

- | | |
|-----------------------|---------------------------|
| ١ - الاخبار - جامعي | ٩ - الشركات - امريكي |
| ٢ - الطائرات - حديث | ١٠ - المحاضرات - قصير |
| ٣ - الطلاب - جديد | ١١ - الاصدقاء - موجود هنا |
| ٤ - المطارات - كبير | ١٢ - الجامعات - بعيد |
| ٥ - الصديقات - لبناني | ١٣ - الطاولة - جديد |
| ٦ - المكتبات - قديم | ١٤ - الكلمات - قصير |
| ٧ - السيارات - اجنبي | ١٥ - المراسلون - مصري |
| ٨ - الاساتذة - مشهور | ١٦ - الآثار - قديم |

D. Comprehension passage

د - نُصُوْصٌ لِّلْفَهْمِ

Read the following passage and then do Drill 11, which is based on it.

سافر عدد من مراسلي جريدة " النيويورك تايمز " ومراسلاتها

الى مصر ، وفي مطار القاهرة استقبلهم بعض المراسلين المصريين .

شاهد مراسلو " النيويورك تايمز " اثناء اقامتهم في مصر بعض الآثار

التاريخية والجامعات وذهبوا لزيارة المتحف الوطني . ذهب المراسلون

قبل عودتهم الى امريكا لزيارة بناء جريدة " الأهرام " القاهرية . تحدث Al-Ahram

اليهم مراسل لجريدة " الاهرام " وسألهم :

- ماذا اعجبكم في مصر ؟

قالوا : اعجبتنا آثارها القديمة وجامعاتها الكبيرة وحِكْمَة رئيسها . wisdom

ثم سألهم :

- هل ذهبتُم لزيارة الرئيس ؟

قالوا : لا . لم يسمح وقت الرئيس بهذا ، لكن بعض المراسلات ذهبن لزيارة

زوجته . تحدثت معهن هذه السيدة الفاضلة عن المرأة في مصر . noble

ثم سألهم :

- ماذا فعلتم بعد ذلك ؟

قالوا: ذهبنا لزيارة بعض الاصدقاء المصريين وأكلنا معهم الطعام المصري food وشربنا القهوة العربية .

صواب أم خطأ

Drill 11. True or false.

- ١ - ذهب المراسلون لزيارة زوجة الرئيس .
- ٢ - تحدّث الرئيس مع المراسلين عن المرأة .
- ٣ - أكل المراسلون في مطعم عربي .
- ٤ - استقبل المراسلون الأمريكيون المراسلين المصريين في مطار القاهرة .
- ٥ - أعجب الرئيس المصري مراسلي " النيويورك تايمز " .
- ٦ - ذهب المراسلون لزيارة مراسل لجريدة " الاهرام " بعد عودتهم الى امريكا .

E. General drills

هـ - التمارين العامة

Drill 12. Written. Conjugation.

Fill in the rest of the chart below, giving jussive + لَمْ .

كان	رجع	حصل على	قرأ	ذهب	
				لم يذهب	هو
			لم يقرؤوا		هم
		لم تحصل على			أنت
	لم نرجع				نحن
لم تكن					أنتن

Drill 13. Written. Transformation: m.p. → f.p.

Rewrite the Basic Text, changing all masculine plural forms (referring to people) to the corresponding feminine plural forms. Feminine plural of قالوا is قلْنَ .

رسالة

April

واشنطن في ٧ نيسان (ابريل) ١٩٧٥

عزيزي سليم وعزيزتي فريدة :

أكتب هذه الرسالة بعد عودتي من عمان . أسكن الآن في مدينة واشنطن وأعمل في مكتبة الكونغرس . يعمل والدي في مصنع وتدرس أختي في جامعة جورج واشنطن .

تذكر يا سليم في رسالتك لي زيارتك القادمة لامريكا - ما

مُتَشاقِّقٌ إِلَى لِقَائِكَ . وأنت يا فريدة هل تدرسين الآن أم
longing to, looking forward to; meeting
تبحثين عن عمل ؟

سلامنا الى العائلة والاصدقاء .

المخلص

هنري

٢٥ شارع فورد

واشنطن - امريكا

اسئلة :

- ١ - من كاتب هذه الرسالة ؟ والى من كتبها ؟
- ٢ - أين يسكن ؟
- ٣ - أين يعمل ؟
- ٤ - ماذا يفعل والده ؟
- ٥ - هل له أخت ؟
- ٦ - في أي جامعة تدرس أخته ؟
- ٧ - من ذكر زيارته لامريكا ؟

A. Basic text

A Letter

25 Ford Street

Washington, D.C., U.S.A.

April 7, 1975

Dear Salim and Farida,

I am writing this letter after my return from Amman. I am living in Washington now and working in the Library of Congress. My father works in a factory and my sister is studying at George Washington University.

Salim, you mention in your letter to me your coming visit to America. What is the date of your arrival? I am looking forward to seeing you. And you, Farida, are you studying now or looking for a job?

Our greetings to the family and friends.

Sincerely,

Henry

B. Vocabulary

الثَّالِثَ عَشَرَ	the thirteenth
واشنطن	Washington
عَزِيزٌ - أَعْزَاءُ	dear
أَكْتُبُ	I write, I am writing
رِسَالَةٌ - رِسَائِلُ	letter
عَمَّانُ	Amman (capital of Jordan)
أَسْكُنُ	I live, reside, I am living, residing (See note on page 165.)
مَدِينَةٌ - مَدَنٌ	city
مَدَنِيٌّ - وَن	city-dwelling, urban; civilized
أَعْمَلُ	I work, I am working
الكونغرس	Congress
يَعْمَلُ	he works, he is working
وَالِدٌ	father

مَصْنَعٌ - مَصَانِعُ	factory
تَدْرُسُ	she studies, she is studying
أُخْتٌ - أَخَوَاتٌ	sister
جامعة جورج واشنطن	George Washington University
تَذْكُرُ	you (m.s.) mention; you relate, tell
قَادِمٌ - وَن	coming (adj.); next (week, etc.)
وُصُولٌ (إِلَى)	(verbal noun) arrival (in, at)
تَدْرُسِينَ	you (f.s.) study, you are studying
تَبْحَثِينَ عَنْ	you (f.s.) look for, you are looking for
سَلَامٌ - أَت	peace; greeting
مُخْلِصٌ - وَن	sincere
هنري	Henry

Additional vocabulary

شَارِعٌ - شَوَارِعُ	street
أَرْسَلَ	to send (Indic. يُرْسِلُ 'he sends'; neg.perf. لَمْ يُرْسِلْ 'he did not send')

C. Grammar and drills

ج - القواعد والتمارين

1. Reading dates.
2. Imperfect indicative: Singular
3. Broken plurals
4. Diptotes

1. Reading dates

The heading at the beginning of this letter may be read in two ways:

- (1) ١ - واشنطن في السابع من نيسان
(fissaabiʕi) min niisaan)

- or (2) ٢ - واشنطن في سبعة نيسان
(fii sabʕa niisaan)

The first is more formal.

How to read years will be explained later.

2. Imperfect indicative: Singular

To begin with, here is a very brief review of the components of the whole Arabic verb system: There are two tenses: perfect and imperfect. The perfect tense denotes completed actions; the imperfect tense denotes actions which have not taken place or have not been completed. The imperfect tense includes four moods: indicative, subjunctive, jussive, and imperative. So far we have introduced the perfect tense and the (imperfect) jussive, which as one of its functions expresses (with لَمْ) the negation of past actions. In this lesson we come to the imperfect indicative. (This is usually referred to as simply the "imperfect"; the other moods are also part of the imperfect tense, but they are referred to by their mood names "subjunctive", "jussive", and "imperative".)

The imperfect, denoting actions which have not been completed, may correspond to any of several English verbal constructions, depending on the context:

(1) A simple present-tense form or, in questions, a construction with "do" or "does":

يَعْمَلُ	'he works'
أَيْنَ يَعْمَلُ ؟	'Where does he work?'
أَكْتُبُ	'I write'

(2) A progressive construction with "is/are/am" and a verb in the -ing form:

يَعْمَلُ	'he is working'
هَلْ تَدْرُسِينَ الْآنَ ؟	'Are you (f.s.) studying now?'
أَكْتُبُ	'I am writing.'

An Arabic verb in the imperfect indicative consists of a subject-marker, the imperfect stem, and a mood-marker. The subject-markers and the stems are the same as in the jussive. Example:

يَدْرُسُ 'he studies'

The subject-marker here is ya-, and the stem is -drus-. The final vowel -u is the mood-marker, showing that this verb is in the indicative mood (as opposed, for example, to the jussive, which has no mood-markers. It is in fact the absence of mood-markers which distinguishes the jussive from other moods.)

Following is a chart showing the singular imperfect indicative forms of five verbs. If you compare these with the corresponding jussive forms (11.C.3) you will see that in forms where the jussive has no vowel ending (يَدْرُسُ) the indicative has the mood-marker -u (يَدْرُسُ), and where the jussive ends in a long vowel (تَدْرُسِي) the indicative adds the mood-marker -na (تَدْرُسِينَ).

	3 MS	3 FS	2 MS	2 FS	1 S
Stem	هو	هي	انتَ	انتِ	انا
-دَرُسْ - 'study'	يَدْرُسُ	تَدْرُسُ	تَدْرُسُ	تَدْرُسِينَ	أَدْرُسُ
-كُتِبْ - 'write'	يَكْتُبُ	تَكْتُبُ	تَكْتُبُ	تَكْتُبِينَ	أَكْتُبُ
-رَجِعْ - 'return'	يَرْجِعُ	تَرْجِعُ	تَرْجِعُ	تَرْجِعِينَ	أَرْجِعُ
-ذَهَبْ - 'go'	يَذْهَبُ	تَذْهَبُ	تَذْهَبُ	تَذْهَبِينَ	أَذْهَبُ
-عَمَلْ - 'work'	يَعْمَلُ	تَعْمَلُ	تَعْمَلُ	تَعْمَلِينَ	أَعْمَلُ
Subject-markers	يَ	تَ	تَ	تَ...يَ	أَ
Mood-markers	ـُ	ـُ	ـُ	ـُنْ	ـُ

As in the jussive, the 3 f.s. and 2 m.s. forms are identical. Also note again the vowel variation in the imperfect stem: u in some verbs (first two examples above), i in others (third example). and a in others (last two examples).

Arabic verbs, as we have seen before, have two stems. The perfect stem is

used for the perfect tense only. The imperfect stem is used for all four moods of the imperfect tense. To be able to use any Arabic verb, one must of course know both stems. This is particularly so in the case of Form I verbs, where the vowels of both stems vary from one verb to another. In learning a new verb, therefore, it is a good idea to learn the (3 m.s.) perfect and imperfect together as one item; for example, learn the Arabic for 'to study' not just as دَرَسَ, as that does not provide information about the imperfect stem, but as دَرَسَ يَدْرُسُ. Knowing this, you know that the perfect stem is daras- and the imperfect stem is -drus-, and you are then equipped to use the verb in all its forms.

Following is a list, for reference, of the perfect and imperfect (indicative) forms of all the Form I verbs which have appeared so far. Note the vowels of the stems, and the correspondences between the vowel of the perfect and that of the imperfect. The stem vowels are indicated below for each group.

<u>Imperfect</u> (Stem vowel <u>u</u>)	<u>Perfect</u> (Stem vowel <u>a</u>)	
يَدْرُسُ	دَرَسَ	'to study'
يَكْتُبُ	كَتَبَ	'to write'
يَحْضُرُ إِلَى	حَضَرَ إِلَى	'to come'
يَأْكُلُ	أَكَلَ	'to eat'
يَتْرُكُ	تَرَكَ	'to leave'
يَحْصُلُ عَلَى	حَصَلَ عَلَى	'to obtain'
يَسْكُنُ	سَكَنَ	'to live'
يَذْكُرُ	ذَكَرَ	'to mention'
(stem vowel <u>a</u>)	(stem vowel <u>a</u>)	
يَذْهَبُ	ذَهَبَ	'to go'
يَبْدَأُ	بَدَأَ	'to begin'
يَسْمَحُ بِـ	سَمَحَ	'to permit'

Note: The perfect means 'to take up residence, settle down' as well as 'to live, reside'

يَقْرَأُ	قَرَأَ	'to read'
يَسْأَلُ	سَأَلَ	'to ask'
يَفْعَلُ	فَعَلَ	'to do'
يَبْحَثُ عَنْ	بَحَثَ عَنْ	'to look for'
(stem vowel <u>i</u>)	(stem vowel <u>a</u>)	
يَرْجِعُ	رَجَعَ	'to return'
(stem vowel <u>a</u>)	(stem vowel <u>i</u>)	
يَشْرَبُ	شَرِبَ	'to drink'
يَعْمَلُ	عَمِلَ	'to work'

In the vocabulary listings of subsequent lessons (and in the glossaries) verbs will be given in the 3 m.s. form of the perfect, with the imperfect stem vowel. Example:

دُرِسَ 'to study'

رَجَعَ 'to return'

This indicates that the imperfect forms are يَدْرُسُ and يَرْجِعُ.

Now do Drills 1 and 2.

Drill 1. Written. Recognition.

Specify the mood (indicative or jussive) of each of the following verbs and give the pronoun subject of each. Ex.

Indicative - يَكْتُبُ - هُوَ		
تَسْأَلُ	تَعْمَلِي	تَدْرُسُ
تَشْرَبِي	أَتْرَكَ	أَكْتُبُ
تَقْرَأُ	يَفْعَلُ	يَسْكُنُ
أَكُلُ	تَذْهَبُ	تَذْكُرِينَ

Drill 2. (Also on tape) Transformation. Perfect → لَمْ + jussive → indicative. Ex.

'Henry wrote a letter to his friend.' → كَتَبَ هِنْرِي رِسَالَةً لَصَدِيقِهِ . ←

'Henry didn't write a letter to his friend.' ← • لم يكتب هنري رسالة لصديقه •

'Henry is writing a letter to his friend.' • يكتب هنري رسالة لصديقه •

- ١ - ذكرت في رسالتك موعد وصولك •
- ٢ - بحثت عن عمل في الحكومة •
- ٣ - سكنت في عمّان •
- ٤ - حصلت على شهادتها أثناء إقامتها هنا •
- ٥ - ترك عائلته في المطار اليوم •
- ٦ - شربت قهوة عربية في المطعم •
- ٧ - قرأت رسالة أختك •
- ٨ - كتبت عن آثار بحلبك في لبنان •
- ٩ - سمح وقتنا بزيارة بلدكم •
- ١٠ - سألت عن موعد عودته الى الشرق الاوسط •

3. Broken plurals

Broken plurals of nouns and adjectives are derived from their singular forms by internal vowel changes (like English foot-feet) and in some cases by the doubling of a consonant or the addition of a prefix or suffix as well. In other words, a broken plural has a different pattern from its singular. Broken plurals fall into a number of patterns; it is often possible to predict a plural from the pattern and meaning of the singular. Thus far we have had thirteen broken plural patterns, some with slight variations. These are listed below, with the plural forms under each pattern, and the corresponding singulars on the left. (For the symbolization of patterns with FML see 11.C.1; the letter C, standing for "any consonant", is used instead of F, M, or L when there are more than three consonants in the word and it does not matter which are radicals. DD stand for identical second and third radicals.)

Plural Patterns

1.a. ?aFMaaL

قَلَمٌ	أَقْلَامٌ	'pencils'
خَبَرٌ	أَخْبَارٌ	'news'
وَلَدٌ	أَوْلَادٌ	'boys'
عَمَلٌ	أَعْمَالٌ	'jobs'
عَدَدٌ	أَعْدَادٌ	'numbers'
بَابٌ	أَبْوَابٌ	'doors'
وَقْتُ	أَوْقَاتٌ	'times'
لَوْحٌ	أَلْوَابٌ	'boards'
شَيْءٌ	أَشْيَاءٌ	'things'
فِلمٌ	أَفْلامٌ	'films'
ابْنٌ	أَبْنَاءٌ	'sons'
إِسْمٌ	أَسْمَاءٌ	'names'

b. ?aaMaaL (instead of ?aFMaaL)

أَثَرٌ	آثَارٌ	'ruins, antiquities'
أَمَلٌ	آمالٌ	'hopes']

2. FuMuuL

دَرْسٌ	دُرُوسٌ	'lessons'
بَنْكٌ	بَنُوكٌ	'banks'
نَصٌ	نُصُوصٌ	'texts'

3. FiMaaL

رَجُلٌ	رِجَالٌ	'men'
بَلَدٌ	بِلَادٌ	'countries'
إِمْرَأَةٌ	نِسَاءٌ	'women'
كَبِيرٌ	كِبَارٌ	'big'
قَصِيرٌ	قِصَارٌ	'short'

4. FuMaL

جُمْلَةٌ جُمْلٌ 'sentences'

5. FuMuL

كِتَابٌ كُتِبَ 'books'

مَدِينَةٌ مَدُنٌ 'cities'

جَدِيدٌ جَدَرٌ 'new'

6. FaaLa(t)

سَيِّدٌ سَادَةٌ 'Mssrs., gentlemen'

7. FuMMaaL

طَالِبٌ طُلَّابٌ 'students'

كَاتِبٌ كُتَّابٌ 'authors'

زَائِرٌ زَوَّارٌ 'visitors'

8. ?aFMiya(t)

بِنَاءٌ بُنْيَةٌ 'buildings'

9. CaCaaCiCa(t)

أُسْتَاذٌ أَسَاتِذَةٌ 'professors'

دَكْتُورٌ دَكَاتِرَةٌ 'doctors'

10. FuMaLaa?

رَعِيسٌ رُؤَسَاءُ 'chiefs, presidents'

قَدِيمٌ قَدَمَاءُ 'old'

11.a. ?aFMiLaa?

صَدِيقٌ أَصْدِقَاءُ 'friends'

قَرِيبٌ أَقْرَبَاءُ 'relatives, relations'

b. ?aFiDDaa?

عَزِيزٌ	أَعَزَّاءُ	'dear'
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12.a. CaCaaCiC

مَكْتَبٌ	مَكَاتِبُ	'offices'
مَتَحَفٌ	مَتَاحِفُ	'museums'
مَطْعَمٌ	مَطَاعِمُ	'restaurants'
مَسْرَحٌ	مَسَارِحُ	'theaters'
مَصْنَعٌ	مَصَانِعُ	'factories'
مَوْعِدٌ	مَوَاعِدُ	'appointments'
أُجْنَبِيٌّ	أَجَانِبُ	'foreign; foreigners'
مَدْرَسَةٌ	مَدَارِسُ	'schools'

b. CaCaaCin (instead of CaCaaCiyun)

كُرْسِيٌّ	كَرَاسٍ	'chairs'
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c. CaCaa?iC

رِسَالَةٌ	رِسَائِلُ	'letters'
جَرِيدَةٌ	جَرَائِدُ	'newspapers'

d. CawaaCiC

شَارِعٌ	شَوَارِعُ	'streets'
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13.a. CaCaaCiiC

عُنْوَانٌ	عَنَاقِينُ	'titles'
شُبَّاكٌ	شَبَاقِيكُ	'windows'

b. CawaaCiiC

تَارِيخٌ	تَوَارِيخُ	'dates'
مِيعَادٌ	مَوَاعِيدُ	'appointments'

Notes:

1. In pattern 1.a, note the last two plurals, in which the place of the

last radical is filled by a hamza which is not present in the singular. Note the plural نِسَاء 'women' in pattern 3, which is completely different from its singular.

2. Pattern 1.b. ?aaMaaL occurs instead of ?a?MaaL for reasons of pronunciation; see the rule explained in 11.C.3, p. 237.

3. In some words the singular or the plural may have a meaning not shared by the other; for example, under pattern 13.b. is تَوَارِيخُ the plural of تَارِيخُ 'date'; تَارِيخُ in the meaning of "history" has no plural.

4. Some words have more than one possible plural with the same or different meanings. For example, كُرْسِيٌّ 'chair' has plural كُرَاسٍ (pattern 12.b. above) or كُرَاسِيٌّ with no difference in meanings, whereas the word زَائِرٌ 'visiting' as an adjective has the sound plural زَائِرُونَ, but as a noun 'visitor' it has the plural زَوَارٍ (pattern 7). جَدِيدٌ has two plurals: جُدَدٌ / جُدَدٌ.

5. In plurals, the suffix ة -a(t) does not indicate feminine gender. Note the words of patterns 6, 8, and 9, which refer to masculine nouns, including some denoting male human beings.

6. Predictability. In many cases, knowing the form and meaning of a singular makes it possible to predict what the broken plural will probably be--though not with complete certainty. It is wise always to learn the plural together with the singular, but the following general statements will help you to classify broken plurals and to remember them more easily.

(a) Patterns 1 and 2 very commonly serve as the plurals of singulars of the pattern FaMaL and FaML, FiML, FuML.

(b) Pattern 4 is common as the plural of feminines of the pattern FuMLa(t).

(c) Pattern 7 is typically the plural for singular nouns of the pattern FaaMiL which refer to human beings in a particular activity.

(d) Pattern 9 is the plural for various singular patterns--all referring to human beings.

(e) Pattern 10 is the usual plural for singular nouns of the pattern FaMiil which refer to human beings. Some FaMiil adjectives also have this plural.

(f) Pattern 11 is another possible plural for FaMiil nouns referring to human beings (and some adjectives). 11.a. is for roots with three different radicals (i.e., FML), whereas 11.b. is for roots in which the second and third radicals are identical (i.e., FDD).

(g) Pattern 12.a. is the usual plural for singular nouns which have four consonants (whether three radicals and one other consonant, or four radicals) and no long vowels. (The plural كُرَاسٍ 'chairs' (pattern 12.b.) is a defective noun, a type which will be treated later.) Pattern 12.c. is the plural for feminine singular nouns with a short vowel in the first syllable and a long vowel in the second. Pattern 12.d. is for masculine or feminine singulars with a long vowel in the first syllable and a short vowel in the second.

(h) Pattern 13 is the usual plural for singulars containing four consonants (a double consonant counts as two) and at least one long vowel. If the long vowel is in the last syllable only, the plural is pattern 13.a.; if there is a long vowel in both syllables, the plural is pattern 13.b.

(7) Diptotes. In the table above you will see that أَشْيَاءٌ in pattern 1.a. and the plural nouns of patterns 10 through 13 (except 12.b.; see (g) above) are written with final ^{◌ْ} -u instead of the ^{◌ُ} -un with nunation. These plurals are all diptotes, a type of word which is described in the next note.

Now do Drills 3, 4 and 5.

Drill 3. (On tape) Repetition. Broken plurals. (s → p)

Drill 4. (On tape) Production. Broken plurals. (s → p)

Drill 5. (Also on tape) Recognition.

Give the singular forms of the following.

شهابيك	دكاترة	تواريخ
اجانب	اشياء	رسائل
اعزاء	كراس	زوار
اهنية	جمل	قصار
سادة	شوارع	مدن
دروس	رؤساء	اصدقاء

4. Diptotes

We have seen that Arabic nouns (and adjectives) have three different case endings, and also have the n of nunation when indefinite as, for example:

	<u>Indefinite</u>		<u>Definite</u>	
Nom.	كِتَابٌ		الْكِتَابُ	
Gen.	كِتَابٍ	'a book'	الْكِتَابِ	'the book'
Acc.	كِتَابًا		الْكِتَابَ	

Certain types of nouns and adjectives, however, when indefinite and not serving as first term of an idāfa, have only two different case endings (ـُ u for the nominative, and ـَ a for both the genitive and the accusative), and never have the n of nunation. For example:

	<u>Indefinite</u>	
Nom.	مَكَاتِبُ	
Gen.	مَكَاتِبٍ	'offices'
Acc.	مَكَاتِبًا	

Such words are called diptotes; among them are some singular nouns and adjectives,

and some plural nouns and adjectives. When defined by the definite article الـ or when they are the first term of any idāfa diptotes have all three case endings:

Without or with definite article:

	<u>Indefinite</u> (2 endings)	<u>Definite</u> (3 endings)
Nom.	رُؤَسَاءُ 'presidents'	الرُّؤَسَاءُ 'the presidents'
Gen.	رُؤَسَاءِ	الرُّؤَسَاءِ
Acc.	رُؤَسَاءَ	الرُّؤَسَاءَ

Without or with pronoun suffix:

	<u>Indefinite</u>	<u>Definite</u>
Nom.	رَسَائِلُ 'letters'	رَسَائِلُنَا 'our letters'
Gen.	رَسَائِلِ	رَسَائِلِنَا
Acc.	رَسَائِلَ	رَسَائِلَنَا

In an indefinite or definite idāfa (3 endings):

Nom.	شَوَارِعُ مَدِينَةٍ 'city streets'	الشَّوَارِعُ الْمَدِينَةِ 'the city streets'
Gen.	شَوَارِعِ مَدِينَةٍ	الشَّوَارِعِ الْمَدِينَةِ
Acc.	شَوَارِعَ مَدِينَةٍ	الشَّوَارِعَ الْمَدِينَةِ

In the lesson vocabularies, and in the various Glossaries in the book, diptotes are identified as such by the final vowel sign ُ instead of ٌ-un, for example:

أَوَّلُ 'first'
أَصْدِقَاءُ 'friends'

The following types of words which have occurred so far are diptotes:

a. Broken plurals of the following patterns:

(1) (a) CaCaaCiC

أَجَانِبُ 'foreign, foreigners'

مَدَارِسُ 'schools'

(b) CaCaa?iC

جَرَائِدُ 'newspapers'

(c) CawaaCiC

شَوَارِعُ 'streets'

(2) (a) CaCaaCiiC

شَبَابِيكُ 'windows'

(b) CawaaCiiC

تَوَارِيخُ 'dates'

b. Singulars and plurals ending in the suffix لْ -aa?u, where the final

ء is not part of the root:

رُؤَسَاءُ 'presidents' (root R?S)

أَصْدِقَاءُ 'friends' (root ṢDQ)

c. The adjective أَوَّلُ 'first' and the plural أَشْيَاءُ 'things' (pattern 1.a. in the preceding note).

d. All place names which end in a consonant and do not have the definite article (except those ending in اتْ -aat, as عَرَفَاتُ '(Mount) Arafat'):

لُبْنَانُ 'Lebanon'

مِصْرُ 'Egypt'

بَغْدَادُ 'Baghdad'

مَكَّةُ 'Mecca'

e. All feminine personal names:

مَرْيَمُ 'Maryam'

وِدَادُ 'Widad'

كَرِيمَةُ 'Karima'

(Feminine names with َ (no vowel) on the second of three letters are preferably diptotes, but are sometimes treated as regular:

هِنْدُ / هِنْدٌ 'Hind')

f. Masculine personal names, except those which are identical with (non-diptote) common nouns and adjectives, and those spelled with three letters and having َ (no vowel) on the second letter. Thus كَرِيمٌ 'Karim' (from adjective كَرِيمٌ 'noble, generous') and زَيْدٌ 'Zayd' (no vowel on second letter) are not diptotes. The following are examples of masculine names which are diptotes:

عُمَرُ 'Omar'

إِبْرَاهِيمُ 'Ibrahim (Abraham)'

يُوسُفُ 'Yusuf (Joseph)'

سُلَيْمَانُ 'Sulaiman (Solomon)'

In future lessons, other classes of diptotes will be identified as such as they occur.

Now do Drills 6, 7 and 8.

Drill 6. (Also on tape) Transformation.

Make the underlined word plural, and make any other necessary changes. Ex.

'The man looked for work in New York.' بحث الرجل عن عمل في نيويورك

'The men looked for work in New York.' بحث الرجال عن عمل في نيويورك

- ١ - ذهبنا لزيارة المدينة .
- ٢ - أخبرني بعنوان الكتاب .
- ٣ - متى موعد عودة المرأة الى الشرق الاوسط ؟
- ٤ - كتب الكاتب عن جمال البلد .
- ٥ - سأل الزائر الاجنبي عن الإقامة في لبنان .
- ٦ - ترك الولد امام باب المتحف .
- ٧ - استقبل الرئيس مدير الشركة .
- ٨ - درسنا جملة جديدة .

- ٩ - قرأت الجريدة بعد وصولي إلى المكتب .
- ١٠ - صديق هنري يسكن في بنا هناك .
- ١١ - تحدث إلى مراسل الجريدة .

Drill 7. Written. Recognition.

Vowel the underlined words.

- ١ - ذهب الطلاب إلى المدارس الخاصة .
- ٢ - عمل كل الرجال في مصانع .
- ٣ - قال الطالب : درسنا الدرس الأول .
- ٤ - قرأت رسائل صديقي .
- ٥ - قرأت الأخبار في الجرائد .
- ٦ - يسكن رجال اجانب في هذا البناء .
- ٧ - استقبل الرئيس المديرين في مكتبه .
- ٨ - مكاتب الجامعة في بنا قريب .

Drill 8. Written. Transformation.

Make the underlined words plural and vowel them.

- ١ - درّسوا في مدرسة الاولاد .
- ٢ - سافرت مع رجل اجنبي .
- ٣ - اعجبت الجامعة الاستاذ الجديد .
- ٤ - مدير الشركة في المكتب .
- ٥ - كتب كريم إلى صديق عزيز .
- ٦ - عمل المراسل في جريدة في لبنان .
- ٧ - استقبل الرئيس مديرا مصريا .
- ٨ - للشركة رئيس جديد .
- ٩ - ما عنوان الكتاب ؟
- ١٠ - كتبت رسالة لصديقي .

D. Comprehension passage

د - نصوص لفهم

Read the following passage; then do Drill 9, which is based on it.

سمير طالب في جامعة تونس ، ووالده استاذ في جامعة القاهرة.

هو السيد الدكتور فريد سرحان .

ذهب الدكتور فريد الى تونس لزيارة ابنه . استقبل سмир والده

في المطار ، وبعد ذلك ذهب معه الى أوتيل هيلتون . hotel (pron. 'uteel)

اثناء اقامة السيد فريد في تونس شاهد الآثار الرومانية Roman

القديمة في قرطاجنة . وفي مدينة تونس ذهب لزيارة الجامعة التونسية . Carthage

كذلك ذهب لزيارة جامع الزيتونة ، وهو مركز لدراسة التاريخ الاسلامي Al-Zaitouna mosque; center

واللغة العربية .

بعد انتهاء الزيارة ، رجع السيد فريد الى القاهرة وكتب end

في جريدة الاهرام عن زيارته لتونس . Al-Ahram

Drill 9.

Fill in the blanks relying on your comprehension of the above passage:

- ١ - السيد فريد سرحان — سмир .
- ٢ - سмир طالب في بلد — .
- ٣ - سكن السيد فريد في — — اثناء زيارته لابنه .
- ٤ - شاهد السيد فريد — الرومانية القديمة .
- ٥ — — مركز لدراسة التاريخ الاسلامي .
- ٦ - كتب السيد فريد في جريدة الاهرام بعد عودته الى مصر عن — .

E. General drills

ه - التمارين العامة

Drill 10. Written. Translation.

My dear friends,

I am writing to you from Cairo after my arrival here yesterday. Before my arrival in Cairo I went to the city of Baalbek and I liked its ruins.

I study at the American University and I am reading Arabic in (في) books and newspapers.

My family did not come with me and I am anxious to see them (مُشْتَاقَةٌ إِلَى) during their coming visit. My father is a secretary to the president of a company in Washington.

My greetings to your (pl.) dear sister.

Your sincere friend,

Lucy

Drill 11.

Give the correct form of the word(s) in parentheses.

- ١ - (اعجب) هنري آثار المدينة القديمة .
- ٢ - أَلَمْ (سكن) في عمان يا سعاد ؟
- ٣ - (ليس) في المكتب مديرو شركات .
- ٤ - (بحث) كريمة عن عمل في بغداد الآن .
- ٥ - لم (كان) اختي طالبة في الجامعة .
- ٦ - (ذهب + أنا) لزيارة صديقي امس .
- ٧ - لم (قرأ) فريد الجريدة امس .
- ٨ - لم (كان) مراسلين في جريدة "المساء "
- ٩ - (ليس) امام البناء سيارة كبيرة .
- ١٠ - (اعجب) والدتي جمال مدينة القاهرة .

Drill 12. Written.

Write the root of each of the following words and then look up each one in the dictionary and give its meaning and word pattern. Ex.

<u>Pattern</u>	<u>Root</u>	
FuMaLaa?	ع . ل . م	'scholars' علماء
نَجَّار	سَكَّان	شاعر
حَضَارَة	أَعْمَال	صداقة
كَثِير	اعْزَّاء	مذهب
أَصْدِقَاء	فَعْل	وجود

Drill 13. Oral practice.

The following items are suggestions for "conversational" practice. They can be directed to individual students by the teacher, used in chain drills, used as conversation guidelines among small groups of students, etc.

- ١ - صَبَاحَ الْخَيْرِ .
- ٢ - كَيْفَ الْحَالُ ؟
- ٣ - مَنْ أَنْتَ ؟
- ٤ - فِي أَيِّ مَدِينَةٍ تَسْكُنُ ؟
- ٥ - أَيْنَ تَسْكُنُ عَائِلَتُكَ ؟
- ٦ - هَلْ أَنْتَ طَالِبٌ (ة) ؟
- ٧ - فِي أَيِّ جَامِعَةٍ تَدْرُسُ (يَنْ) ؟
- ٨ - أَيِّ لُغَةٍ تَدْرُسُ (يَنْ) ؟
- ٩ - هَلْ زَهَبْتَ إِلَى الشَّرْقِ الْاَوْسَطِ ؟
- ١٠ - إِلَى أَيِّ بَلَدٍ زَهَبْتَ ؟
- ١١ - هَلْ لَكَ سَيَّارَةٌ ؟
- ١٢ - إِلَى الْلِقَاءِ .

أ - النص الاساسي

summary

مُوجَزُ الاخبار

هنا دمشق .

ايها السيّدات والسادة السلام عليكم .

ننقل اليكم مُوجَزَ الاخبار .

- رؤساء الدول العربية يبحثون الوضع السياسي الحاضر في العالم العربي اثناء اجتماعهم في الخرطوم .
- الرئيس التونسي لا يحضر هذا الاجتماع .
- المراسلون الامريكيون يرجعون الى واشنطن بعد زيارتهم لدمشق .
- وزير التربية ينشر اسماء الاساتذة الجدد في الجامعة السورية .
- بعض استاذات الجامعة يحضرن اجتماعا مع الرئيس السوري .
- كان هذا هو الموجز ، وتسمعون الآن تفصيل الاخبار .

education

details

أسئلة

- ١ - ماذا يبحث الرؤساء اثناء اجتماعهم ؟
- ٢ - هل يحضر الرئيس التونسي الاجتماع ؟
- ٣ - من يرجع من دمشق ؟
- ٤ - ماذا ينشر وزير التربية السوري ؟
- ٥ - من حضر الاجتماع مع الرئيس السوري ؟

A. Basic text

The News Summary

This is Damascus.

Greetings ladies and gentlemen. We bring you the summary of the news.

-The presidents of the Arab states discuss the present political situation in the Arab world during their meeting in Khartoum.

-The Tunisian president is not attending this meeting.

-The American reporters return to Washington after their visit to Damascus.

-The Minister of Education announces the names of the new professors at the Syrian University.

-Some women professors at the university attend a meeting with the Syrian president.

This has been the summary. Now you will hear the details of the news.

B. Vocabulary

ب - المفردات

الرَّابِعَ عَشَرَ	the fourteenth
أَيُّهَا	(fem. أَيَّتُهَا) (vocative particle: see C.3)
السَّلَامُ عَلَيْكُمْ	Greetings!
نَقَلَ	to transmit; to transfer, transport, move
نَنْقُلُ	we transmit
دَوْلَةٌ - دُولٌ	state, country, power
بَحَثَ	to discuss
يَبْحَثُونَ	they discuss
وَضَعٌ - أَوْضَاعٌ	situation, condition
سِيَاسِيٌّ - وَن	political; politician
حَاضِرٌ - وَن	present; current (time)
عَالَمٌ - عَوَالِمٌ	world

اجتماع - ات	meeting (noun)
حضر -	to attend, be present at
يرجعون	(m.p.) they return
وزير - وزراء	(cabinet) minister
نشر -	to publish; to announce
يحضرون	they (f.p.) attend
سمع - (ب)	to hear (about, of)
تسمعون	you (m.p.) hear

Additional vocabulary

سياسة	politics; policy
قابل	to meet (with)

C. Grammar and drills

ج - القواعد والتمارين

1. Imperfect indicative: Plural
2. Negative of imperfect indicative: لا
3. Vocative particle ايها

1. Imperfect indicative: Plural

The chart in 13.C.2 showed the imperfect singular forms of five verbs.

The following chart shows the imperfect plural forms of the same verbs:

	3 MP	3 FP	2 MP	2 FP	1 P
Stem	هم	هنّ	أنتم	أنتنّ	نحن
'study' - دُرِسَ -	يَدْرُسُونَ	يَدْرُسْنَ	تَدْرُسُونَ	تَدْرُسْنَ	نَدْرُسُ
'write' - كُتِبَ -	يَكْتُبُونَ	يَكْتُبْنَ	تَكْتُبُونَ	تَكْتُبْنَ	نَكْتُبُ
'return' - رَجَعَ -	يَرْجِعُونَ	يَرْجِعْنَ	تَرْجِعُونَ	تَرْجِعْنَ	نَرْجِعُ

نَذْهَبُ 'go'	يَذْهَبُونَ	يَذْهَبْنَ	تَذْهَبُونَ	تَذْهَبْنَ	نَذْهَبُ
نَعْمَلُ 'work'	يَعْمَلُونَ	يَعْمَلْنَ	تَعْمَلُونَ	تَعْمَلْنَ	نَعْمَلُ
Subject-marker	ya-...-uu	ya-...-na	ta-...-uu	ta-...-na	-na
Mood-marker	-na	(None)	-na	(None)	-u

As the chart shows, all the plural forms except 1 p. have subject-markers consisting of both prefix and suffix. Where the subject-marker suffix ends in a long vowel (as in the 3 m.p. and 2 m.p. forms), the mood-marker is نَ -na. The mood-marker for the 1 p. form is ة -u, and the two feminine plural forms have no mood-marker.

Given below for reference is a chart showing all the singular and plural forms, imperfect indicative and jussive, for the verb دَرَسَ 'to study':

	Indicative	Jussive		Indicative	Jussive
3 MS	يَدْرُسُ	يَدْرُسْ	3 MP	يَدْرُسُونَ	يَدْرُسُوا
3 FS	تَدْرُسُ	تَدْرُسْ	3 FP	يَدْرُسْنَ	يَدْرُسْنَ
2 MS	تَدْرُسُ	تَدْرُسْ	2 MP	تَدْرُسُونَ	تَدْرُسُوا
2 FS	تَدْرُسِينَ	تَدْرُسِي	2 FP	تَدْرُسْنَ	تَدْرُسْنَ
1 S	أَدْرُسُ	أَدْرُسْ	1 P	نَدْرُسُ	نَدْرُسْ

Note the correspondences between the endings of the indicative and the jussive:

- (1) In the 3 f.p. and 2 f.p., which never have mood-markers, the indicative and the jussive are identical.
- (2) In the other forms, the indicative differs from the jussive only in having a mood-marker at the end, where the jussive has none.
- (3) If the jussive form ends in a consonant, the corresponding indicative form ends in the mood-marker ة -u (jussive يَدْرُسْ , indicative يَدْرُسُ).

(4) If the jussive form ends in a long vowel, the indicative ends in the mood-marker -na (jussive يُدْرُسُوا , indicative يُدْرُسُونَ).

(5) Or, to reverse the process, we can say: To change an indicative form to the jussive, cut off the mood-marker, if any. Thus تَدْرُسُ becomes تَدْرُسُونَ , تَدْرُسُونَ becomes تَدْرُسُوا , but تَدْرُسْنَ (which does not contain a mood-marker) remains تَدْرُسْنَ .
Now do Drills 1, 2, 3 and 4.

Drill 1. Written. Recognition.

Give the independent form of the pronoun subject of the following verbs and specify the mood (indicative or jussive) for each.

يَعْمَلْنَ	نَنْقُلُ
يَتْرَكُونَ	يَسْمَعُوا
تَسْأَلُوا	تَنْشُرْنَ
يَقْرَأْنَ	تَحْشُونَ
تَكْتُبُونَ	نَسْكُنُ

Drill 2. (On tape) Conjugation.

Drill 3. (On tape) Conjugation: Question/answer.

Drill 4. (Also on tape) Transformation. Singular → Plural

Make the subject of the verb plural and make any other necessary changes. Ex.

'The president asks his ministers about the political situation.' الرئيس يسأل وزراءه عن الوضع السياسي.

'The presidents ask their ministers about the political situation.' الرؤساء يسألون وزراءهم عن الوضع السياسي.

١ - المراسل يكتب لجريدة "المساء".

٢ - أسأل عن أخبار الأصدقاء.

٣ - تسكن في بناء قريب . (أنت)

٤ - الطالبة تدرس في جامعة بغداد.

- ٥ - الرجل الاجنبي يسمع الاخبار .
- ٦ - تذكّرين موعد الطائفة .
- ٧ - أبحث الوضع السياسي مع الوزير .
- ٨ - المرأة تعمل في الحكومة .
- ٩ - تكتب رسالة لزوجتك العزيزة .
- ١٠ - تحصلين على شهادة جامعية في السنة القادمة .
- ١١ - صديقي يبدأ دراسته في مصر .

2. Negative of imperfect indicative: لا

Verb forms in the imperfect indicative are made negative by the negative particle لا 'not' preceding the verb.

لا تَعْمَلُ أُخْتِي فِي هَذَا الْمَكْتَبِ .	'My sister doesn't work in this office.'
أَلَا تَكْتُبُ رَسَائِلَ إِلَى أَصْدِقَائِكَ ؟	'Don't you write letters to your friends?'
فَرِيدٌ لَا يَبْحَثُ عَنْ عَمَلٍ .	'Farid's not looking for work.'
كَرِيمَةٌ لَا تَدْرُسُ التَّارِيخَ .	'Karima is not studying history.'

Note (second example above) that the interrogative used before لا (as is usual before any negative) is أَلَا .

Now do Drills 5 and 6.

Drill 5. (Also on tape) Negation. Ex.

'Are you writing a letter to your friend now?' — أَلَا تَكْتُبِينَ رَسَالََةً لِّصَدِيقِكَ الْآنَ ؟ —

'Aren't you writing a letter to your friend now?' — أَلَا تَكْتُبِينَ رَسَالََةً لِّصَدِيقِكَ الْآنَ ؟ —

- ١ - تسكن في مدينة قريبة من بغداد .
- ٢ - أَلَا تَقْرَأُ جَرِيدَةَ " الْمَسَاءِ " الْيَوْمَ ؟
- ٣ - تَرْجِعُونَ إِلَى بِلَدِكُمْ بَعْدَ اجْتِمَاعِ الْيَوْمِ .
- ٤ - أَذْهَبُ لَزِيَارَةِ عَائِلَتِي كُلِّ سَنَةٍ .

- ٥ - أيجضرون اجئماعا سلساسا فف القاهرة الؤوم ؟
- ٦ - نهدأ الؤوم دراسة الؤضع السلساسف فف العالء العربف .
- ٧ - أفعمل فف مطار بفروت ؟
- ٨ - أفكئفن كئبا عن المرأة العربفة ؟

Drill 6. (Also on tape) Question-answer.

Answer the following questions in the negative. Ex.

هل ففشر الكاءب كئبه فف لفنان ؟ — 'Does the author publish his books in Lebanon?' —>

لا ، لا ففشر كئبه فف لفنان . 'No, he does not publish his books in Lebanon.'

- ١ - هل ففءء الؤزراء الؤضع السلساسف ؟
- ٢ - هل ءحضرف المراسلات هءا الاجئماع ؟
- ٣ - هل ءدرسوف ءارفء الاسلامف ؟
- ٤ - هل ءحمل سعاد فف الءكومة المصرة ؟
- ٥ - هل ففءرك رففس الشركة عائلءه فف لءءن ؟
- ٦ - هل ءذهب الى الشرق الاوسط هءه السنة ؟
- ٧ - هل ففشر الاساءة قهوة فف مكئب المءفر ؟
- ٨ - هل ءأكل الطالهااء فف المءعم ؟
- ٩ - هل ءكئففن رسالة الى اخءك الآن ؟

3. Vocative particle أففا

In addition to يا there is another vocative particle أففا (f. أففا). While يا is usually followed by a proper name, a title, or an idāfa, أففا is followed by a common noun with the definite article and in the nominative case. It is often used at the beginning of speeches and by radio and television announcers, and is often best left untranslated.

'Ladies and gentlemen!'	أَيُّهَا السِّدَّاتُ وَالسَّادَةُ !
'Students!'	أَيُّهَا الطُّلُبُ !

D. Comprehension passage

د - نصوص لفهم

Read the following passage; then do Drill 7, which is based on it.

April

أنا بوليس في ٩ نيسان ١٩٧٤

والدي العزيز :

one of our
professors

ذهبت أمس مع استاذ من أساتذتنا وبعض الطلاب لزيارة مدينة

morning

واشنطن . ذهبنا الى الكونغرس وحضرنا اجتماع الصباح ، واستمعنا

he said

للسناتور ريتشارد سميت . قال السناتور : "أيها الاصدقاء : الوضع

bad

السياسي في العالم سيء" .

ذهبنا بعد ذلك الى مكتب جريدة " الواشنطن بوست " وهي جريدة

مشهورة في امريكا . تنشر " الواشنطن بوست " بعض أخبار الشرق الاوسط .

قابلنا رئيس المكتب وتحدثنا اليه . قال : " بعض الدول العربية لا تسمح

للمراسلين الامريكيين بالاقامة فيها " .

ذهبنا كذلك الى المتحف الوطني وشاهدنا بعض الآثار القديمة

هناك ؛ أعجبنا المتحف ، وأعجبتنا آثاره .

بعد عودتي الى مدينة أنا بوليس ، نشرت في جريدة الجامعة

details

تفاصيل زيارتنا لواشنطن : تحدثت عن جمال المدينة ، وعن اجتماع

الكونغرس ، وعن جريدة " الواشنطن بوست " .

سلامي الى والدتي وأختي .

ابنك المخلص

سليم

Drill 7.

Convert the above passage to a conversation between a student and his father, using the following outline as a guide:

- ١ - زيارة الكونغرس
- ٢ - زيارة مكتب " واشنطن بوست "
- ٣ - زيارة المتحف الوطني في واشنطن .
- ٤ - العودة الى أناهوليس .
- ٥ - جريدة الجامعة .

E. General drills

ه - التمارين العامة

Drill 8. (Also on tape) Transformation. Perfect → Imperfect → Jussive

Ex.

'The president discussed this situation with the new ministers.'

بحث الرئيس هذا الوضع مع الوزراء
الجدد . ←

'The president discusses this situation with the new ministers.'

يبحث الرئيس هذا الوضع مع
الوزراء الجدد . ←

'The president did not discuss this situation with the new ministers.'

لم يبحث الرئيس هذا الوضع مع
الوزراء الجدد .

- ١ - نشرت الجريدة أخبار المصانع والشركات .
- ٢ - الطلاب بحثوا الاخبار الجامعية .
- ٣ - المراسلات نقلن اخبار الحكومة العراقية .
- ٤ - سمح وقتنا بدراسة كل الدروس .
- ٥ - حضرت اجتماع الوزراء الاجانب .

Drill 9. Written. Negation.

N Negate the following sentences, using لا , لم , or a form of ليس , as appropriate.

- ١ - أذلك الكاتب مشهور جدًا ؟

- ٢ - أكتب رسالة الى أختي .
- ٣ - عمل سامي في مصنع كبير .
- ٤ - هم مراسلو جريدة " النساء " .
- ٥ - أسمح الوقت بحضور الاجتماع الأول ؟
- ٦ - الرؤساء يبحثون الوضع السياسي الحاضر .
- ٧ - أموعد طائرتك قريب ؟
- ٨ - كان لوح الصف قديما جدا .
- ٩ - نسكن الآن في مدينة واشنطن .
- ١٠ - رجع حسين الى بلده بعد الحصول على شهادة .
- ١١ - السينما موجودة في شارع بعيد من هنا .

Drill 10. (On tape) Written. Dictation-translation.

أ - النصّ الاساسيّ

امتحان اللغة العربية

- ١ - وليم : هل أنت مستعدّة لامتحان اللغة العربية ؟
- ٢ - روث : أنا مستعدّة لامتحان في الدرس الاول والدرس الثاني والدرس الثالث وهي الدروس السهلة في الكتاب .
- ٣ - وليم : ماذا تدرسين اليوم ؟
- ٤ - روث : أدرس الجمل الاساسية من الدرس الرابع الى الدرس السابع .
- ٥ - وليم : وقواعد هذه الدروس كلها ؟
- ٦ - روث : أنا عادة أدرس القواعد بعد دراسة الجمل الاساسية .
- ٧ - وليم : هذه فكرة جميلة . هل يشمل الامتحان محاضرة استاذنا الاخيرة ؟
- ٨ - روث : نعم . هل أنت مستعد لامتحان يا وليم ؟
- ٩ - وليم : أنا مستعد لامتحان في معظم الدروس .
- ١٠ - روث : الى اللقاء في الساعة العاشرة والربع غدا صباحا .
- ١١ - وليم : الى اللقاء .

A. Basic text

The Arabic Exam

1. William: Are you ready for the exam in Arabic?
2. Ruth : I'm prepared for the exam in the first, second, and third lessons--they're the easy lessons in the book.
3. William: What are you studying today?
4. Ruth : I'm studying the basic sentences from the fourth lesson through the seventh.
5. William: And all the grammar of these lessons?
6. Ruth : I usually study the grammar after studying the basic sentences.
7. William: That's a good idea. Will the exam include our professor's last lecture?
8. Ruth : Yes. Are you ready for the exam, William?
9. William: I'm prepared for the exam on most of the lessons.
10. Ruth : So long--until a quarter past ten tomorrow morning.
11. William: So long.

B. Vocabulary

ب - المفردات

الْخَامِسَ عَشَرَ	the fifteenth
إِمْتِحَانٌ - اْت	examination
وَلِيْم	William
رُوْث	Ruth
مُسْتَعِدٌّ - وَن (لِر)	ready, prepared (for)
الْأَوَّلُ	the first
الْثَّانِي	the second
الْثَّالِثُ	the third
سَهْلٌ	easy
الرَّابِعُ	the fourth

السَّابِعُ	the seventh
قَاعِدَةٌ - قَوَاعِدُ	rule (here: rule of grammar); (p.) grammar
عَادَةً	usually
فِكْرَةٌ - فِكْرٌ	idea, thought; concept
فِكْرِيٌّ	(nisba of فِكْرَةٌ) mental, intellectual, speculative
جَمِيلٌ - وَنٌ	beautiful, handsome
شَمِلَ ، مُ ، شَمِلَ -	to include
أَخِيرٌ	last, latest; final, recent; latter
مُعْظَمٌ	most; (in idāfa) most of
سَاعَةٌ - ات	hour; watch
الْعَاشِرُ	the tenth
رُبْعٌ - أَرْبَاعٌ	quarter
غَدًا صَبَاحًا	tomorrow morning

Additional vocabulary

الْخَامِسُ	the fifth	دَقِيقَةٌ - دَقَائِقُ	a minute
الْسَّادِسُ	the sixth	خَمْسُ دَقَائِقُ	five minutes
الْثَامِنُ	the eighth	نِصْفٌ - أَنْصَافُ	half
الْتَّاسِعُ	the ninth	ثُلُثٌ - أَثْلَاثُ	one-third
ظُهُورٌ	noon	إِلَّا	but, except, less

C. Grammar and drills

ج - القواعد والتمارين

1. Ordinal numerals
2. Agreement: Non-human plurals
3. Noun with كُلٌّ and pronoun suffix
4. Telling time

1. Ordinal numerals

The ordinal numeral in Arabic is an adjective, and obeys the same rules of agreement as other adjectives. The ordinals will be presented here in order, according to their word patterns and patterns of combination.

a. "First". The form of this Arabic ordinal differs from all the rest: الأول is masculine singular and الأولى is feminine singular, e.g., الدَّرْسُ الأولُ 'the first lesson', السَّاعَةُ الأولى 'the first hour'.

b. "Second" through "tenth". These ordinals are illustrated below:

<u>Masculine</u>		<u>Feminine</u>	
<u>الدَّرْسُ الثَّانِي</u>	'the second lesson'	<u>السَّاعَةُ الثَّانِيَّةُ</u>	'the second hour'
<u>الثَّالِثُ</u>	" 'the third lesson'	<u>الثَّالِثَةُ</u>	" 'the third hour'
<u>الرَّابِعُ</u>	" 'the fourth lesson'	<u>الرَّابِعَةُ</u>	" 'the fourth hour'
<u>الخَامِسُ</u>	" 'the fifth lesson'	<u>الخَامِسَةُ</u>	" 'the fifth hour'
<u>السادسُ</u>	" 'the sixth lesson'	<u>السادسةُ</u>	" 'the sixth hour'
<u>السَّابِعُ</u>	" 'the seventh lesson'	<u>السَّابِعَةُ</u>	" 'the seventh hour'
<u>الثَّامِنُ</u>	" 'the eighth lesson'	<u>الثَّامِنَةُ</u>	" 'the eighth hour'
<u>التَّاسِعُ</u>	" 'the ninth lesson'	<u>التَّاسِعَةُ</u>	" 'the ninth hour'
<u>العَاشِرُ</u>	" 'the tenth lesson'	<u>العَاشِرَةُ</u>	" 'the tenth hour'

The basic word pattern for this group of ordinals is FaaMiL, or perhaps al-FaaMiL, since the ordinals usually occur with definite nouns. The masculine singular ordinal الثَّانِي 'the second' differs in its inflection from the others in that الثَّانِي is the form for both the nominative and genitive cases while the accusative is regular: الثَّانِي; the f.s. الثَّانِيَّةُ is regular in all three cases.

Now do Drill 1.

c. "Eleventh" through "nineteenth". These contain two elements, an ordinal plus عَشْرَ (f. عَشْرَةٌ). Note the special form الحَادِي in "eleventh",

which is used instead of واحد in combinations of numbers:

<u>الدرس</u> Masculine		<u>الساعة</u> Feminine
'the eleventh lesson' الحادي عشر		'the eleventh hour' الساعة الحادية عشرة
'the twelfth lesson' الثاني	"	'the twelfth hour' الثانية
'the thirteenth lesson' الثالث	"	'the thirteenth hour' الثالثة
'the fourteenth lesson' الرابع	"	'the fourteenth hour' الرابعة
'the fifteenth lesson' الخامس	"	'the fifteenth hour' الخامسة
'the sixteenth lesson' السادس	"	'the sixteenth hour' السادسة
'the seventeenth lesson' السابع	"	'the seventeenth hour' السابعة
'the eighteenth lesson' الثامن	"	'the eighteenth hour' الثامنة
'the nineteenth lesson' التاسع	"	'the nineteenth hour' التاسعة

These ordinals, "eleventh" through "nineteenth", are invariable in case: they are always in the accusative regardless of the case of the nouns they modify.

Now do Drill 2.

Drill 1. Chain drill.

'The first lesson is easy.' الدرس الأول سهل. والثاني ؟

'And the second?'

'The second lesson is easy.' الدرس الثاني سهل. والثالث ؟

'And the third?'

Repeat with:

الجملة ، النص

Drill 2. Chain drill.

النص الحادي عشر قصير. هل النص الثاني عشر قصير كذلك ؟

نعم النص الثاني عشر قصير. هل النص الثالث عشر قصير كذلك ؟

Repeat with:

الجملة

2. Agreement: Non-human plurals

Brief mention was made in 12.C.5 of the special rules of agreement applying to nouns which do not refer to human beings. Now we present these rules in more detail.

Certain classes of words in Arabic--adjectives, demonstratives, pronouns (and pronoun suffixes), verbs, and others--have both masculine and feminine singular forms, and masculine and feminine plural forms; in other words, they show distinctions of gender and number. Which of these forms is used in a given context depends on the particular noun to which the form refers or, in the case of a verb, which it has as its subject. It is the noun, then, which determines the form of the adjective, the pronoun, and so on; these words are said to agree with the noun. If the noun is singular, agreement is a simple matter: a masculine singular noun requires the masculine singular form of the agreeing words; a feminine singular noun, the feminine singular form (in all the following examples the words which must agree with their nouns--the agreeing words--are underlined):

الدَّرْسُ السَّهْلُ	(m.s.) 'the easy lesson'
الْجُمْلَةُ السَّهْلَةُ	(f.s.) 'the easy sentence'
الدَّرْسُ سَهْلٌ.	(m.s.) 'The lesson is easy.'
هُوَ سَهْلٌ.	(m.s.) 'It is easy.'
الْجُمْلَةُ سَهْلَةٌ.	(f.s.) 'The sentence is easy.'
هِيَ سَهْلَةٌ.	(f.s.) 'It is easy.'
رَجَعَ الْمُرَاسِلُ.	(m.s.) 'The reporter (m.) has returned.'
رَجَعَتِ الْمُرَاسِلَةُ.	(f.s.) 'The reporter (f.) has returned.'

If the noun is plural, however, a feature of meaning must be considered: Does its singular refer to one human being or not? If it does, then again a masculine

plural noun requires a masculine plural form of the agreeing words; a feminine plural noun, the feminine plural form:

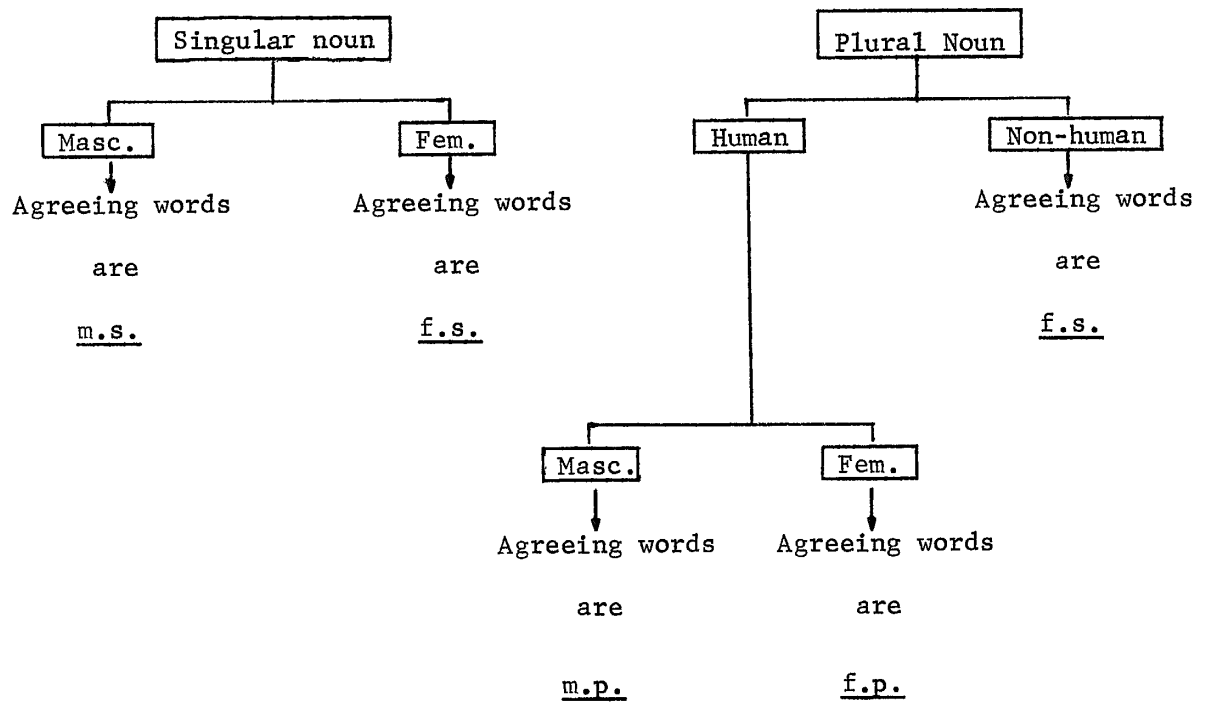
الْأُسَاتِذَةُ الْمَشْهُورُونَ	(m.p.) 'the famous professors'
النِّسَاءُ اللَّهْنَانِيَّاتُ	(f.p.) 'the Lebanese women'
اسْتَقْبَلَهُمُ الرَّئِيسُ.	(m.p.) 'The president received them.' (the professors)
اسْتَقْبَلَهُنَّ الرَّئِيسُ.	(f.p.) 'The president received them.' (the women)
الْأُسَاتِذَةُ يَرْجِعُونَ غَدًا صَاحًا.	(m.p.) 'The professors are returning tomorrow morning.'
النِّسَاءُ يَرْجِعْنَ غَدًا صَاحًا.	(f.p.) 'The women are returning tomorrow morning.'

But if the singular noun refers to anything other than a single human being--an animal, group of people, inanimate object, abstraction, etc.--then any agreeing word is feminine singular, regardless of the gender of the noun in the sing.:

الْكِتَابُ الْجَدِيدَةُ	'the new books'
هَذِهِ الدُّرُوسُ سَهْلَةٌ.	'These lessons are easy.'
الْمَدُنُ الْكَبِيرَةُ وَشَوَارِعُهَا	'the big cities and their streets'
لَيْسَتْ عَائِلَتُهُمْ كَبِيرَةً.	'Their families are not big.'
الْإِمْتِحَانُ يَشْمَلُ الْجُمْلَ الْأَسَاسِيَّةَ.	'The exam includes the basic sentences.'
كَانَتِ الْأَقْلَامُ عَلَى الطَّاوِلَةِ.	'The pencils were on the table.'

(Remember also the special rule applying to verbs: if the verb precedes the subject the verb is always singular. It agrees with its subject in gender, however, according to the rules above.)

Shown below is a diagram summarizing the rules of agreement.



Whenever we say, then, that a certain form "agrees" with a noun in gender and number, the term should be understood to mean "agrees according to the rules" outlined above.

Now do Drills 3, 4, 5 and 6.

Drill 3. Written. Recognition.

Give the independent pronoun agreeing with each of the words below. Ex.

الطالبات - هنّ

الآثار - هي

الاول	الامتحان	الاساتذة
الوضع	القواعد	الدروس
المصانع	المديرون	الزوجات
الرؤساء	المراسلات	المراسلون
الورقات	الحكومة	الساعات

Drill 4. (On tape) Substitution/transformation.

Drill 5. Chain drill. Transformation: Singular → plural with كل .

'The lesson is easy.' →

أ - الدرس سهل . ←

'Is the lesson easy?' →

ط ١ - هل الدرس سهل ؟ ←

'All the lessons are easy.'

ط ٢ - كل الدروس سهلة .

٥ - الرسالة بالعربية .

١ - الطائرة جديدة .

٦ - المدرسة ثانوية .

٢ - الجملة قصيرة .

٧ - الرجل ذهب الى الاجتماع .

٣ - اللغة سهلة .

٨ - الاوتوبيس جديد .

٤ - صديقه مخلص .

Drill 6. (Also on tape) Transformation: Singular → plural.

Change the underlined word(s) in each of the sentences below to the plural, making all necessary changes in the rest of the sentence. Ex.

'Is this exam easy?' →

أ هذا الامتحان سهل ؟ ←

'Are these exams easy?'

أ هذه الامتحانات سهلة ؟

١ - اعجبني هذا الفيلم .

٢ - تسكن عائلتهم في مدينة لبنانية .

٣ - المدير ليس اجنبيا .

٤ - تابعت صديقتي دراستها في مدرسة خاصة .

٥ - مدير الشركة تحدث الى موظفه الجديد .

٦ - يعمل صديقنا في متحف وطني .

٧ - الزائر الاجنبي سافر بالـ اوتوبيس .

3. Noun with كُـل and pronoun suffix

There have previously been illustrations of an idāfa construction consisting of كُـل plus a definite noun meaning 'the whole...' or 'all (of)...' (9.C.1),

such as:

كُلُّ الدَّرْسِ 'the whole lesson, all of the lesson'
كُلُّ الْمُوظَّفِينَ 'all the employees'

There is another less usual construction, with the same meaning, in which the (definite) noun comes first, followed by كُلُّ with an attached pronoun suffix referring to the noun and agreeing with it in gender and number. This construction is not an idāfa: here كُلُّ is in apposition to the preceding noun, and is in the same case. Here are examples of both constructions:

قَرَأْنَا كُلَّ الدَّرْسِ .	} 'We read the whole lesson.'
قَرَأْنَا الدَّرْسَ كُلَّهُ .	
يَسْكُنُ كُلُّ الطُّلَابِ فِي بِنَاءٍ وَاحِدٍ .	} 'All the students live in one building.'
يَسْكُنُ الطُّلَابُ كُلُّهُمْ فِي بِنَاءٍ وَاحِدٍ .	
لَمْ نَسْتَمِعْ بِكُلِّ الْأَخْبَارِ .	} 'We didn't listen to all the news.'
لَمْ نَسْتَمِعْ لِلْأَخْبَارِ كُلِّهَا .	
كَتَبَ إِلَى كُلِّ أَصْدِقَائِهِ .	} 'He wrote to all his friends.'
كَتَبَ إِلَى أَصْدِقَائِهِ كُلِّهِمْ .	

If the noun is in an idāfa, كُلُّ in the second kind of construction must follow the entire idāfa, as in the second sentence below:

تَعَلَّمْنَا كُلَّ جُمَلِ الدَّرْسِ . } 'We learned all the sentences of the
تَعَلَّمْنَا جُمَلِ الدَّرْسِ كُلِّهَا . } lesson.'

Now do Drill 7.

Drill 7. (Also on tape) كُلُّ + pronoun. Ex.

'We studied the whole lesson.'

درسنا كل الدرس .

درسنا الدرس كله .

- ١ - يشمل الامتحان كل دروس الكتاب .
- ٢ - تحدث المدير الى كل موظفيه .
- ٣ - هل سافر الطلاب الى كل الدول العربية ؟
- ٤ - ذهبن لزيارة كل آثار لبنان .
- ٥ - قابل الرئيس كل الوزراء الجدد .
- ٦ - تسكن كل عائلتي في هذه المدينة .
- ٧ - كان كل المراسلين اجانب .
- ٨ - استمعنا الى كل المحاضرة .
- ٩ - نشرت الشركة كل الكتب .
- ١٠ - أعجبتني كل هذه الجمل .
- ١١ - ننقل اليكم كل الاخبار .

4. Telling time

The formulas used in referring to the time of day are illustrated below.
Note that ordinal numbers are used in all cases except 'one o'clock,' which has the feminine form of the cardinal.

$\left. \begin{array}{l} \text{كَمْ السَّاعَةُ؟} \\ \text{مَا السَّاعَةُ؟} \end{array} \right\}$	'What time is it?'
السَّاعَةُ الْوَاحِدَةُ .	'It's one o'clock.'
السَّاعَةُ الثَّانِيَّةُ .	'It's two o'clock.'
السَّاعَةُ الثَّالِثَةُ .	'It's three o'clock.'
السَّاعَةُ الرَّابِعَةُ وَالْدَّقِيقَةُ الْخَامِسَةُ .	$\left\{ \begin{array}{l} \text{'It's 4:05.'} \\ \text{'It's five past four.'} \end{array} \right.$
السَّاعَةُ الْخَامِسَةُ وَالْدَّقِيقَةُ الْعَاشِرَةُ .	$\left\{ \begin{array}{l} \text{'It's 5:10.'} \\ \text{'It's ten past five.'} \end{array} \right.$
السَّاعَةُ السَّادِسَةُ وَالرَّبْعُ .	$\left\{ \begin{array}{l} \text{'It's 6:15.'} \\ \text{'It's quarter past six.'} \end{array} \right.$

السَّاعَةُ السَّابِعَةُ وَالثَّلَاثُ.	{ 'It's 7:20.' (lit., 'a third')
	'It's twenty past seven.'
السَّاعَةُ الثَّامِنَةُ وَالنِّصْفُ إِلَّاخْمَسَ دَقَائِقَ.	'It's 8:25.'
السَّاعَةُ التَّاسِعَةُ وَالنِّصْفُ.	'It's 9:30.'
السَّاعَةُ الْعَاشِرَةُ وَالنِّصْفُ وَخَمْسَ دَقَائِقَ.	'It's 10:35.'
	'It's 10:40.'
السَّاعَةُ الْحَادِيَةَ عَشْرَةَ إِلَّا ثَلَاثًا.	{ 'It's twenty (lit., 'a third') to eleven.'
	'It's 11:45.'
السَّاعَةُ الثَّانِيَةَ عَشْرَةَ إِلَّا رُبْعًا.	{ 'It's quarter to twelve.'
فِي أَيِّ سَاعَةٍ ؟ ، مَتَى ؟	'At what time?'
فِي السَّاعَةِ الرَّابِعَةِ.	'At four o'clock.'
فِي السَّاعَةِ الْخَامِسَةِ وَالنِّصْفِ.	'At 5:30.'
فِي السَّاعَةِ الْحَادِيَةَ عَشْرَةَ.	'At eleven o'clock.'

In the first two sentences above, both meaning "What time is it?",
السَّاعَةُ is the subject of the sentence and therefore in the nominative
case. كَمْ and مَا function as predicates.

Now do Drills 8 and 9.

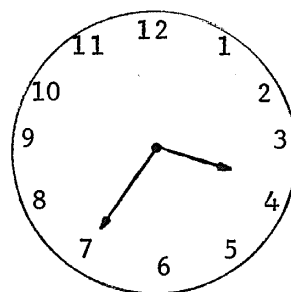
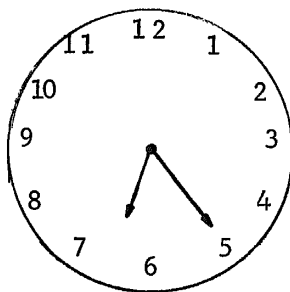
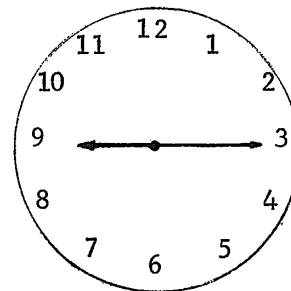
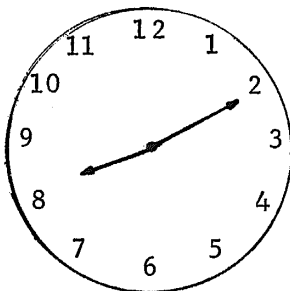
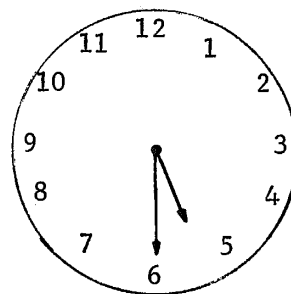
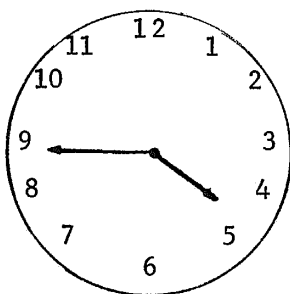
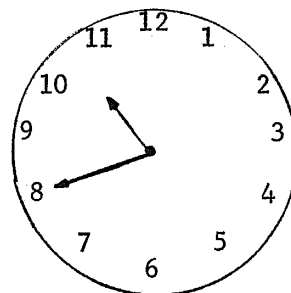
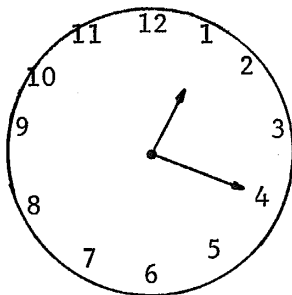
Drill 8. Telling time.

الاستاذ: كم الساعة الآن ؟

a.	10:00	10:30
	10:05	10:40
	10:10	10:45
	10:15	11:00
	10:20	6:30
b.	8:15	12:20
	3:05	2:45
	7:40	1:00
	11:10	6:05

Drill 9. Written. Telling time.

Write the correct time for each of the clock-faces below.



D. Comprehension passage

Read the following passage; then do Drill 10.

شاهدت هذه السنة عددا من الافلام . بعض هذه الافلام عربية وبعضها امريكية .

كان الفيلم الاول فلما امريكا عن استاذ جامعي . سافر هذا الرجل من بلده الى مصر لزيارة الآثار القديمة ودراسة شيء عن تاريخها . وكان الفيلم الثاني فلما مصريا بعنوان " المرأة المصرية في الجامعة " . تحدث هذا الفيلم عن وضع المرأة في المدن المصرية .

الفيلم الثالث تحدث عن عائلة امريكية . انتقلت هذه العائلة من مدينة الى مدينة في امريكا وبحثت عن عمل .

الفيلم الرابع فلم لبناني عن رجل من بيروت . اسم هذا الرجل سامي . ترك لبنان وسافر الى البرازيل للعمل في مصنع كبر هناك .

Brazil وفي البرازيل قابل السيد سامي السيدة ووداد وهي امرأة عراقية من بغداد . اصدر سامي ووداد جريدة عربية هناك .

اعجبتني هذه الافلام كلها خاصةً الفيلم اللبناني . شاهدت هذا especially

الفيلم امس في الساعة التاسعة .

Drill 10. Written.

أسئلة

- ١ - عمّ كان الفيلم الاول ؟
- ٢ - ما عنوان الفيلم الثاني ؟
- ٣ - وما عنوان الفيلم الثالث ؟ - هو فلم أمريكيّ معروف لستاينبيك .
- ٤ - عمّ تحدث الفيلم الرابع ؟
- ٥ - متى شاهد الكاتب الفيلم اللبناني ؟

E. General drills

هـ - التمارين العامة

Drill 11. (Also on tape) Transformation: Perfect → imperfect.

'He studied Islamic history.' → درس التاريخ الاسلامي .
'He is studying Islamic history.' يدرس التاريخ الاسلامي .

- ١ - الرؤساء بحثوا الوضع السياسي الحاضر .
- ٢ - ذهبنا الى الجامعة في الساعة العاشرة .
- ٣ - ماذا قرأتم هذه السنة ؟
- ٤ - عملت البنات في مصنع كبير .
- ٥ - ذكرت زيارتها القادمة في رسالتها .
- ٦ - حصل هذه السنة على البكالوريوس .
- ٧ - هل سكنتم في عمان ؟
- ٨ - بدأ العمل في الساعة الثامنة .
- ٩ - شربت القهوة العربية في هذا المطعم مع بعض الاصدقاء .
- ١٠ - بحث حسين عن عمل في المدينة .
- ١١ - هل سمعتم الاخبار العالمية ؟

Drill 12. Written. Matching: Question-formation.

Form a question by combining one of the words in column (a) with the appropriate expression in column (b).

(b)	(a)
فعلتن في دمشق ؟	أين
ذهبوا الى تونس : للدراسة أم العمل ؟	من
استقبلكم في المطار: صديقكم ؟	لماذا

أ	جامعة الازهر : في بيروت أم في القاهرة ؟
متى	قابلتم الرئيس : أمس أم اليوم ؟
أيّ	هذه الكلمة اجنبية ؟
كم	استاذ أكل معكم فى المطعم : الاستاذ حسين ؟
هل	الجريدة مصريّة أم لبنانية ؟
ماذا	مراسلا لهذه الجريدة ؟

Drill 13. Translation.

1. Aren't you (m. pl.) prepared for the exam in the eighth lesson, the ninth lesson, and the tenth lesson?
2. No. Our exam doesn't include these lessons.
3. The time of the professor's lecture is (at) quarter past eleven tomorrow morning.

أ - النصّ الاساسيّ

المرأة العربية الحديثة

للمرأة مكانة هامة في المجتمع العربي ، وللنساء في العالم العربي كثير من حقوق الرجال وواجباتهم : لهنّ حق الدراسة في الجامعات والحصول على الشهادات العالية. وحضور الاجتماعات السياسية والعمل في الوظائف الحكومية . ومنهن المدرّسات والطبيبات والكاتبات والنساء اليوم يقدّمن للمجتمع العربي الخدمات الكثيرة ويعملن على تقدّمه .

A. Basic TextThe Modern Arab Woman

Women have an important position in Arab society. Women in the Arab world have many of the rights and duties of men: they have the right to study in universities, to obtain advanced degrees, to attend political meetings, and to work in government positions; among them are teachers, doctors and writers. Women today render many services to Arab society and work for its advancement.

B. Vocabulary

ب - المفردات

السادس عشر	the sixteenth
مكانة - ات	position, status, prestige
هام	important
مجتمع - ات	society
كثير من	many of
حق - حقوق	right (noun)

واجِبٌ - ات	duty
عَالِيَةٌ	(f.) high
حُضُورٌ	(verbal n.) attending, attendance (at)
وَضَائِفٌ - وَظِيفَةٌ	position, post, job
مِنْ	(from) among
طَبِيبٌ - أَطِبَاءٌ	doctor, M.D.
يُقَدِّمُونَ لِ ، إِلَى	(f.p.) they present, offer, render (a service) (to)
خِدْمَةٌ - خِدْمَاتٌ	service
عَمِلَ ، عَمِلَ عَلَى	to work for, toward (s.th.)
تَقَدُّمٌ	progress, advancement

Additional vocabulary

يُقَدِّمُونَ (m.p.) they present, offer, render

C. Grammar and notes

ج - القواعد والتمارين

1. Verbal nouns: Meaning and function
2. Verbal nouns: Form I
3. Idāfa: Expansion of first term

1. Verbal nouns: Meaning and function

A verbal noun is a noun which is (1) derived from a verb and (2) has the basic meaning "the act of doing" what the verb indicates. For example, **دِرَاسَةٌ** is derived from the verb **دَرَسَ** 'to study', and means "act of studying"; **عَمَلٌ** is derived from the verb **عَمِلَ** and means "act of working".

Verbal nouns correspond to English gerunds (nouns ending in -ing) such as 'studying', and to English infinitives such as 'to study.' Verbal nouns may also correspond to English nouns of a variety of other forms; for example all the nouns in the right-hand column below might serve as translations of an Arabic verbal noun in the appropriate context. The English nouns have various endings or are, in some cases, identical to the verb:

<u>Verb</u>	<u>Noun</u>
to arrive	arrival
to agree	agreement
to translate	translation
to rely	reliance
to work	work

Arabic verbal nouns function like other nouns: they serve as subjects or predicates of equational sentences, subjects or objects of verbs, objects of prepositions, either term of an idāfa, and so forth. Since the verbal noun is an abstraction--the naming of an action--it normally has the definite article unless it is the first term of an idāfa. The verbal noun as an abstraction has no plural. (On page 312 verbal nouns with concrete meaning are treated.) Examples:

a. As subject of equational sentence

<p>الْعَمَلُ فِي هَذَا الْمَصْنَعِ سَهْلٌ. 'Working in this factory is easy.'</p>

b. As subject of verb

<p>بَدَأَ بَحْثُ الْمَوْضُوعِ أَمْسَ. 'The discussion of the subject began yesterday.'</p>
--

c. As object of verb

<p>بَدَأُوا عَوْدَتَهُمْ إِلَى الشَّرْقِ الْأَوْسَطِ. 'They began their return to the Middle East.'</p>

d. As object of preposition

<p>رَجَعَتْ بَعْدَ الْحُصُولِ عَلَى شَهَادَةٍ. 'She returned after obtaining a degree.'</p>

The preposition لـ with a verbal noun takes on the meaning of "in order to, for the purpose of". The best translation is usually "in order to" or "to"

plus an infinitive. Examples:

سَافَرَ إِلَى هُنَاكَ لِاحْتِصَالِ عَلَى شَهَادَةٍ .	'He went there to get a degree.'
رَجَعَتْ إِلَى بَلَدِهَا لِلْعَمَلِ هُنَاكَ .	'She returned to her country in order to work there.'

e. As second term of idāfa

لِلْمَرْأَةِ الْمِصْرِيَّةِ حَقُّ الْعَمَلِ فِي الْحُكُومَةِ .	'The Egyptian woman has the right to work in the government.'
--	---

f. As first term of idāfa

When a verbal noun is the first term of an idāfa, the second term is, as usual, always genitive in case, but serves one of two functions:

(1) The second term may be the actor--the person or thing that in reality performs the action referred to by the verbal noun. Compare the following items. (The first has a subject and a verb. In the second there is a verbal noun corresponding to the verb of the first sentence, and serving as the first term of an idāfa. The second term of that idāfa corresponds to the subject of the first sentence, and is the actor.)

وَصَلَ الرَّئِيسُ صَبَاحَ الْيَوْمِ .	'The president arrived this morning.'
سَأَلُونِي عَنْ وُصُولِ الرَّئِيسِ .	'They asked me about the arrival of the president.'

In the first sentence, الرَّئِيسُ is the subject of a verb (therefore nominative case) and actor. In the second, الرَّئِيسُ is the second term of an idāfa (therefore genitive case) and actor. In both sentences it was the president who did the arriving. If the verbal noun is from an intransitive verb (one that does not take an object), as above, the second term must be the actor.

(2) If the verbal noun is from a transitive verb, the second term may be either the actor or the goal--that is, the recipient, the person or thing

that undergoes the action. We will illustrate the goal function first:

حَضَرَتِ الْإِجْتِمَاعَ.	'She attended the meeting.'
رَجَعْتُ إِلَى مَكْتَبِهَا بَعْدَ حُضُورِ الْإِجْتِمَاعِ.	'She returned to her office after attending the meeting.'

In the first sentence, الْإِجْتِمَاعُ is the object of a verb (therefore accusative case) and goal. In the second, الْإِجْتِمَاعِ is the second term of an idāfa (therefore genitive case) and goal. In both sentences the thing that someone attended was the meeting.

The second term may also be the actor:

دَرَسَ الْأُسْتَاذُ سَامِي هُنَاكَ.	'Professor Sami taught there.'
أَعْجَبَنِي تَدْرِيسُ الْأُسْتَاذِ سَامِي.	'I liked Professor Sami's teaching.'

It is also possible to express both the actor and the goal of a verbal noun:

دَرَسَ الْأُسْتَاذُ التَّارِيخَ.	'The professor taught history.'
أَعْجَبَنِي تَدْرِيسُ الْأُسْتَاذِ التَّارِيخَ.	'I liked the professor's teaching of history.'

In such cases the actor is expressed by the second term of the idāfa (genitive case), while the goal is expressed as a noun (not part of the idāfa) in the accusative case--here serving as the object of the verbal noun just as it is the object of the verb in the first sentence above.

A common variation of this last construction is one in which the goal is preceded by the preposition لِ (and is therefore in the genitive case):

أَعْجَبَنِي تَدْرِيسُ الْأُسْتَاذِ لِلتَّارِيخِ.	'I liked the professor's teaching of history.'
--	--

All these idāfa constructions of verbal noun plus second term are paralleled by constructions consisting of verbal noun plus attached pronoun suffix, the latter serving as actor or goal.

<u>Actor</u>	
سَأَلُونِي عَنْ وُصُولِهِ .	'They asked me about his arrival.'
أَعْجَبَنِي تَدْرِيسُهُ .	'I liked his teaching.'
أَعْجَبَنِي تَدْرِيسُهُ التَّارِيخَ .	'I liked his teaching of history.'
<u>Goal</u>	
رَجَعَتْ بَعْدَ حُضُورِهِ .	'She returned after attending it.' (e.g., the meeting).
أَعْجَبَنِي تَدْرِيسُهُ لَهُ .	'I liked his teaching of it.' (e.g., history).

Following are additional examples of all these constructions.

هَلْ قَرَأْتَ عَنْ عَوْدَةِ الرَّئِيسِ إِلَى أَمْرِيكَ ؟	'Have you read about the president's returning to America?'
دَرَسْنَا عَنْ بِنَائِهِمْ مَدُنًا جَدِيدَةً .	'We studied about their building new cities.'
كَتَبْتُ رِسَالَةً بَعْدَ زِيَارَتِي {الْمُتَحَفِ. / لِلْمُتَحَفِ.}	'I wrote a letter after my visiting the museum.'

If the verbal noun is followed only by a noun serving as goal it may be translated in either an active or a passive construction, e.g.

لَمْ يَسْمَحُوا بِبِنَاءِ مَتَحَفٍ جَدِيدٍ .	'They did not allow the construction of a new museum.' or 'They did not allow a new museum to be built.'
--	--

In addition to their abstract meaning "act of doing something", many verbal nouns have developed concrete meanings. Thus بِنَاءٌ means not only 'building' (something) but also 'a building'. In their concrete meanings verbal nouns are like any noun; they can be indefinite, and they can be made plural. Other examples of verbal nouns which have become concretized (with plurals):

دِرَاسَاتٌ	دِرَاسَةٌ	'study'
زِيَارَاتٌ	زِيَارَةٌ	'a visit'
أَعْمَالٌ	عَمَلٌ	'a job'

اجتماعات	اجتماع	'a meeting'
تفاصيل ، تفصيلات	تفصيل	'detail, details'
امتحانات	امتحان	'an examination'
محاضرات	محاضرة	'a lecture'

Now do Drills 1 and 2.

Drill 1. Written. Recognition.

Underline the verbal nouns in the following sentences and vocalize them:

- ١ - ليست الدراسة في الجامعة سهلة .
- ٢ - ذهبوا الى ديپترويت للعمل في مصنع سيارات .
- ٣ - للمرأة العربية حق الحصول على الشهادات العالية .
- ٤ - كتب المراسل عن زيارة الرئيس لدمشق .
- ٥ - سافرت الى مصر لحضور الاجتماع .
- ٦ - بحث الوزراء بناء المصريين مصانع جديدة .
- ٧ - أعجبني عمله على تقدّم بلده .
- ٨ - بحثوا دراسة اللغات الاجنبية في المدارس الثانوية .

Drill 2. Written. Composition.

Use each of the following verbal nouns in a sentence.

الوصول - العمل - الحصول علي - الزيارة

2. Verbal nouns: Form I

The verbal nouns of derived verbs are almost entirely predictable in form; these will be introduced later. Verbal nouns of Form I, on the other hand, fall into a large number of different patterns. The most common of these are illustrated in the list which follows. This list includes the Form I verbal nouns that have occurred so far, along with the corresponding verbs (unfamiliar verbs are included in parentheses for your information only). Also listed are verbal nouns for all other Form I verbs that have occurred so far.

Verbal Noun

a. Pattern FaML

تَرَكَ	'leaving'	تَرَكَ	'to leave'
بَحْثٌ	'discussion'	بَحَثَ	'to discuss'
بَحَثَ عَنْ	'looking for'	بَحَثَ عَنْ	'to look for'
نَقَلَ	'transmitting'	نَقَلَ	'to transmit'
حَمْدٌ	'praising, praise'	(حَمِدَ	'to praise')
نَشْرٌ	'publication'	نَشَرَ	'to publish'
بَدْءٌ	'beginning'	بَدَأَ	'to begin'
أَكَلَ	'eating'	أَكَلَ	'to eat'
شَمَلَ	'inclusion'	شَمَلَ	'to include'

b. Pattern FiML

فِعْلٌ	'doing, action'	فَعَلَ	'to do'
ذَكَرٌ	'mentioning'	ذَكَرَ	'to mention'

c. Pattern FuML

شَرِبَ	'drinking'	شَرِبَ	'to drink'
شَكَرَ	'thanking'	(شَكَرَ	'to thank')

d. Patterns FaMLa(t), FiMLa(t), FuMLa(t)

عَوْدَةٌ	'returning'	(عَادَ	'to return')
خِدْمَةٌ	'serving, service'	(خَدَّمَ	'to serve')

e. Pattern FaMaL

عَمَلَ	'work'	عَمِلَ	'to work'
سَكَنَ	'living, residence'	سَكَنَ	'to live, reside'

f. Pattern FaMaal

ذَهَابٌ	'going'	ذَهَبَ	'to go'
سَمَاعٌ	'hearing'	سَمِعَ	'to hear'
سَمَاحٌ	'permitting'	سَمَحَ	'to permit'

g. Pattern FaMaaLa(t)

سَلَامَةٌ	'safety'	(سَلِمَ	'to be safe')
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شَهَادَةٌ	'testifying; certificate'	شَهِدَ	'to testify'
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h. Pattern FiMaaL

بَنَاءٌ	'building'	بَنَى	'to build'
لِقَاءٌ	'meeting'	لَقِيَ	'to meet'

i. Pattern FiMaaLa(t)

دِرَاسَةٌ	'studying'	دَرَسَ	'to study'
زِيَارَةٌ	'visiting'	زَارَ	'to visit'
كِتَابَةٌ	'writing'	كَتَبَ	'to write'
قِرَاءَةٌ	'reading'	قَرَأَ	'to read'

j. Pattern FuMaaL

سُؤَالٌ	'asking; question'	سَأَلَ	'to ask'
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k. Pattern FuMuul (these are generally from intransitive verbs of motion)

وُصُولٌ	'arrival'	وَصَلَ	'to arrive'
حُضُورٌ	'attending'	حَضَرَ	'to attend'
حُضُورٌ إِلَى	'coming (to)'	حَضَرَ إِلَى	'to come (to)'
رُجُوعٌ	'returning'	رَجَعَ	'to return'
حُصُولٌ عَلَى	'obtaining'	حَصَلَ عَلَى	'to obtain'
شُمُولٌ	'inclusion'	شَمَلَ	'to include'

There are other, less common, verbal noun patterns. Some verbs, like شَمَلَ above, have more than one verbal noun, in many cases associated with different meanings of the verb. It is necessary to learn the verbal noun together with its verb. You are now expected to know the verbal nouns given above; and from now on this information will be given in the vocabularies for all Form I verbs. Now do Drills 3, 4, 5 and 6.

Drill 3. (On tape) Repetition: Verbal nouns.

Drill 4. (On tape) Production: Verbal nouns.

Drill 5. (Also on tape) Substitution. Ex.

a. 'She went to New York to attend the meeting.' سافرت الى نيويورك لحضور الاجتماع.

- ١ - نشرت الكتاب .
- ٢ - عملت فى مصنع .
- ٣ - سكنت هناك .
- ٤ - حصلت على شهادة .
- ٥ - درست فى جامعة نيويورك .

b. 'I returned after drinking coffee.' رجعت بعد شرب القهوة .

- ١ - ابحث الوضع السياسي .
- ٢ - اعمل فى مصنع الطائرات .
- ٣ - اذهب الى المسرح .
- ٤ - اقرأ جرائد عربية .
- ٥ - اكتب رسائل لمعظم اصدقائي .
- ٦ - احضر اجتماعات هامة .

Drill 6. Transformation.

Combine the following sentences into one, using the verbal noun. Ex.

'He studied history.'

'He returned to Egypt after that.' →

درس التاريخ . +
رجع الى مصر بعد ذلك .

'He returned to Egypt after studying history.'

- ١ - حضر الاجتماع . رجع الى بلده بعد ذلك .
- ٢ - كتب كتابها عن السعودية . ذهب الى الرياض قبل ذلك .
- ٣ - بحث الوزراء الوضع السياسي . سافر الوزراء بعد ذلك .
- ٤ - حصل كريم على شهادة فى التاريخ . درس كريم فى جامعة بغداد بعد ذلك .
- ٥ - ذهب الى المتحف الوطني . قرأ كتابها عن الآثار التاريخية قبل ذلك .

3. Idāfa: Expansion of the first term

Note the following Arabic construction taken from the Basic Text:

حُقوقُ الرِّجالِ وَواجِباتُهُمُ 'the rights and duties of men'

This illustrates the way in which the first term of an idāfa (here حُقوقُ) may be expanded: the additional item (here واجِباتُ) follows the entire idāfa, and has attached to it a pronoun suffix referring to the second term (here الرِّجالِ). The literal translation of this example is: 'the rights of men and their duties'.

Another way of looking at a construction of this type is to consider it as a combination of two simple idāfas.

حُقوقُ الرِّجالِ 'The rights of men'
وَواجِباتُ الرِّجالِ '(and) the duties of men'

When the two are combined, the second occurrence of the noun is replaced by the appropriate pronoun suffix:

حُقوقُ الرِّجالِ وَواجِباتُهُمُ 'the rights and duties of men'

Further examples:

حُقوقُ النِّساءِ وَواجِباتُهُنَّ 'the rights and duties of women'
والِدُ سامي وَأُختُهُ 'Sami's father and sister'
مَدارسُ بَيتُروتَ وَجامِعَتُها 'the schools and universities of Beirut'

Drill 7. (Also on tape) Transformation. Ex.

'Women have some of the rights of
men and (some of) the duties of men.' → للنِّساءِ بعضُ حُقوقِ الرِّجالِ
وَواجِباتِ الرِّجالِ . ←

'Women have some of the rights and
duties of men.' للنِّساءِ بعضُ حُقوقِ الرِّجالِ وَواجِباتِهِمُ .

١ - قاهل الرئيس طلاب الجامعة + اساتذة الجامعة في الساعة العاشرة
والنصف .

- ٢ - اعجبني جمال بلدكم + أثار بلدكم .
- ٣ - درست جمل الدرس + قواعد الدرس .
- ٤ - تعمل النساء في مصانع البلد + شركات البلد .
- ٥ - استقبلوا وزراء العراق + رئيس العراق .
- ٦ - طاولات الصف + كراسي الصف جديدة .

D. Comprehension passage

د - نصوص للفهم

Read the following passage; then do Drill 8.

تحدثت جريدة قاهرية مَعْرُوفَةٌ عن الاجتماع الثاني لِمُؤْتَمَرِ الاطباء well-known; conference

المصريين . قالت الجريدة : -

حضر الاجتماع عدد كبير من الأطباء المصريين ، وحضره كذلك مراسلون مصريون وأجانب . وبحث الأطباء في اجتماعهم الثاني حقوق الأطباء وواجباتهم . تحدث في الاجتماع عدد من الأطباء المشهورين في مصر منهم الدكتور عَلِيّ حَسَنٌ ، وهو استاذ في جامعة القاهرة . ذكر الدكتور علي زيارته لأمريكا ودراسته لوضع الأطباء فيها ، وذكر كذلك حضوره اجتماعا للأطباء في فرنسا هذه السنة .

وقالت الجريدة : " الأطباء يقدمون للمجتمع خدمات هامة ولكن لهم كذلك حقوق ، وبحث هذه الحقوق من واجبات المؤتمر " .

Drill 8. Written. Questions/answers.

أَسْئَلَةٌ

- ١ - هل الجريدة لبنانية ؟
- ٢ - عن أي اجتماع تحدثت الجريدة ؟
- ٣ - كم طبيبها حضر الاجتماع ؟
- ٤ - ماذا بحث الأطباء في اجتماعهم الثاني ؟
- ٥ - من هو الدكتور علي حسن ؟ عن أي شيء تحدث في الاجتماع ؟

E. General drills

هـ - التمارين العامة

Drill 9. Negation. Negate the following sentences.

- ١ - صديقي مستعد لامتحان. ٦ - الزوار من الشرق الاوسط.
- ٢ - تعمل اخته في مكتبة الجامعة ٧ - هذه الدروس هامة جدا .
- ٣ - هذه فكرة جميلة . ٨ - حصلت على الماجستير .
- ٤ - سكنت في تلك المدينة . ٩ - يكتب رسالة الآن .
- ٥ - كانوا موظفين في مكتب حكومي . ١٠ - معظم هذه الكلمات قصيرة .

Drill 10. Chain drill. Review:

- تحدثت الى بعض الطلاب . ← 'I talked to some of the students.' →
- تحدثت الى كل الطلاب . ← 'I talked to all the students.' →
- تحدثت الى الطلاب كلهم . ← 'I talked to all the students.' →

- ١ - بعض الاصدقاء ٥ - بعض النساء
- ٢ - بعض المراسلات ٦ - بعض الرجال
- ٣ - بعض الاطباء ٧ - بعض السكرتيرات
- ٤ - بعض الكاتبات ٨ - بعض المراسلين

Drill 11. Written. Substitution - translation.

تحدثت اليهم عن نشر الكتاب الجديد . 'I spoke to them about publishing the new book.'

the president's return from the Middle East

the building of the national airport

the ministers' discussion of the political situation

women's working for the progress of Arab society

the foreign directors' visiting the Egyptian company

Drill 12. Written. Transformation: Singular → plural.

Make the underlined words plural and make any other necessary changes.

- ١ - عملت الشركة على بناء المدرسة الجديدة .
- ٢ - درست قواعد الدرس الجديد .
- ٣ - المرأة العربية تعمل على تقدم المجتمع العربي .
- ٤ - مطعم المطار كبير جدًا .
- ٥ - كان المصنع حديثًا .
- ٦ - الطبيبة تقدم الخدمات الكثيرة للمجتمع اللبناني .
- ٧ - اعجبني الامتحان الاخير .
- ٨ - الدرس يشمل عادة قراءات كثيرة .

Drill 13. Written. Dictionary.

Write the root and pattern of each of the following words, then look each one up in the dictionary to find the meaning.

نِعْمَةٌ	هَنْدَسَةٌ	مَحْكَمَةٌ
وَدَاعٌ	مَجْلِسٌ	سَفَرٌ
مَنَاعَةٌ	خُرُوجٌ	جَانِبٌ
مَنْحٌ	وِزَارَةٌ	عَرِيضٌ

أ - النص الاساسي

مراحل التعليم

stages

في العالم العربي

primary;
preparatoryمراحل التعليم في العالم العربي هي الإبتدائية والإعدادية

والثانوية والجامعية . تقرّر وزارات التربية والتعليم مناهج التعليم
وتحدّد مواعيد الامتحانات وتعيّن المعلمين والمعلّّات في المـــــــدارس
الحكومية . تدرّس المدارس والجامعات في العالم العربي الفرنسيّة
والانجليزيّة والعربيّة الى جانب المواضيع الاخرى .

ومعظم المدارس والجامعات في العالم العربي حكوميّة، لكنّ هناك

عدد من المدارس والجامعات الخاصّة : بعضها اجنبيّة وبعضها عربيّة .

تخرّج الجامعات العربيّة عددا كبيرا من الطلّاب والطالبات كلّ سنة،

وبعض هؤلاء يذهبون الى أوروبا أو امريكا للحصول على الشهادات العاليّة ، Europe

ثم يرجعون للتدريس في الجامعات العربيّة أو للعمل في الشركات

أو الحكوميّة .

أسئلة

- ١ - ماهي مراحل التعليم في البلاد العربيّة ؟
- ٢ - وماهي مراحل التعليم في بلدك ؟
- ٣ - ماهي واجبات وزارات التربية والتعليم في العالم العربي ؟
- ٤ - أيّ اللغات تدرّس المدارس والجامعات العربيّة ؟
- ٥ - وأنت ؟ أيّ مواضيع تدرس الآن ؟
- ٦ - هل كل المدارس والجامعات في العالم العربي حكوميّة ؟
- ٧ - هل درست في مدرسة حكوميّة ؟

A. Basic text

Stages of Education in the Arab World

The stages of education in the Arab world are: primary, preparatory (roughly, junior high), secondary, (roughly, high school) and university. The ministries of education determine the programs of instruction, set the examination times, and appoint the teachers (m. and f.) in the public schools. Schools and universities in the Arab world teach French, English, and Arabic, along with other subjects. Most of the schools and universities in the Arab world are government-run but there are a number of private schools and universities, some foreign and some Arab.

Arab universities graduate a large number of students (m. and f.) each year. Some of these go to Europe or America to obtain advanced degrees, then return to teach in Arab universities or to work in companies or in the government.

B. Vocabulary

ب - المفردات

تَعْلِيمٌ	education; teaching
تَقَرَّرُ	she, it decides, determines (something) (+ verbal noun) decides to (do something)
وِزَارَةٌ - ات	ministry
تَرْبِيَّةٌ	education; upbringing (nisba = تَرْبَوِيٌّ)
مَنْهَجٌ - مَنَاهِجٌ	program
مَنْهَجُ التَّعْلِيمِ	program of study, curriculum
تُحَدِّدُ	she, it defines, sets (a date, time, etc.)
تُعَيِّنُ	she, it appoints (s.o. as s.th.)

مُعَلِّمٌ - وَن	teacher
إِلَى جَانِبِ	in addition to, besides, along with
مَوْضُوعٌ - مَوَاضِيعُ	subject, topic
آخَرُ - وَن	other; another
أُخْرَى - أُخْرَيَاتُ	(f.) other; another
هُنَاكَ	there is, there are
تَخَرَّجَ	she, it graduates (s.o.)
هَؤُلَاءِ	(m.p., f.p.) these, those
أُورُوسَا ، أُورُوسَا ، أُورُوسَا	Europe
تَدْرِيسٌ	teaching, instruction
أَوْ	or

Additional vocabulary

أُولَئِكَ	(m. or f.p.) those
أَلْجَزَائِرُ	Algeria; Algiers
صَبَاحٌ	morning
مَسَاءٌ - أَمْسَاءٌ ، أَمْسِيَّاتُ	evening
يَوْمٌ - أَيَّامٌ	day
غَدٌ ، الْغَدُ	the morrow, the next day
عَلَّمَ	to teach, instruct

C. Grammar and notes

ج - القواعد والتمارين

1. "There is/there are": هُنَاكَ
2. Agreement of بَعْضٌ 'some'
3. Demonstratives: The plurals هَؤُلَاءِ and أُولَئِكَ
4. Accusative case: Adverbials of time
5. Form II verbs and verbal nouns

1. "There is/there are": هُنَاكَ

The English phrase "there is" or "there are", in the sense not of pointing to the location of something but of expressing general existence ("there exist(s)") is rendered in Arabic by the adverb هُنَاكَ 'there' at the beginning of an equational sentence. In such sentences, هُنَاكَ is the predicate; the following noun, which must be indefinite, is the subject:

• هُنَاكَ عَدَدٌ مِنَ الْمَدَارِسِ الْخَاصَّةِ •	'There are a number of private schools.'
• هَلْ هُنَاكَ جَامِعَةٌ إِسْلَامِيَّةٌ أَمْرِيكِيَّةٌ ؟ •	'Is there an American Islamic University?'

2. Agreement of بَعْضٌ 'some'

The word بَعْضٌ 'some' is a masculine singular noun. It occurs most frequently as the first term of an idāfa or with a pronoun suffix. Verb agreement may then also be masculine singular, especially when the verb precedes and the term following بَعْضٌ refers to human beings:

• يَحْضُرُ بَعْضُ الرِّجَالِ الْإِجْتِمَاعَ كُلَّ يَوْمٍ •	'Some of the men attend the meeting every day.'
• يَحْضُرُ بَعْضُ النِّسَاءِ الْإِجْتِمَاعَ كُلَّ يَوْمٍ •	'Some of the women attend the meeting every day.'

In other cases, however, it is very common for verb or adjective agreement to be based on the gender and number of the term following بَعْضٌ --that is, on the "logical subject"--rather than on the word بَعْضٌ, which is the "grammatical subject", (that is, the word that has the nominative case ending).

Examples:

• بَعْضُ الْمُوظَّفِينَ يَعْمَلُونَ فِي هَذَا الْمَكْتَبِ •	'Some of the employees work in this office.'
• بَعْضُ الطَّبِيبَاتِ يُدَرِّسْنَ هُنَا •	'Some of the doctors (f.) teach here.'

بَعْضُهُنَّ لِهَنْائِيَّاتٍ . 'Some of them (the female doctors) are Lebanese.'

بَعْضُ هَؤُلَاءِ يَذْهَبُونَ إِلَى أُوْرُوبَا . 'Some of these (the students) go to Europe.'

تَشْمُلُ بَعْضُ الدُّرُوسِ جُمْلًا قَصِيرَةً . 'Some of the lessons include short sentences.'

بَعْضُهَا أُجْنَبِيَّةٌ . 'Some of them (the schools) are foreign.'

Now do Drill 1.

Drill 1. Completion. Agreement with بَعْضُ .

Supply the correct form of the word in parentheses.

- ١ - (ذهب) بعض الوزراء الى الاجتماع السياسي امس .
- ٢ - بعض هذه المواضيع (سهل) .
- ٣ - (قدّم) بعض النساء خدمات هامة .
- ٤ - بعض الرجال (يبحث) الوضع السياسي .
- ٥ - (اعجبني) بعض الدروس (الاخير) .
- ٦ - (حضر) بعض الطبيبات (المصري) المحاضرة .
- ٧ - بعض الكتب (يشمل) فِكْرًا جميلًا . .
- ٨ - (ينقل) بعض المراسلين اخبار اليوم .
- ٩ - بعض الموظفين (يعمل) في وظائف حكومية .
- ١٠ - بعض قواعد اللغة (هام) جدًا .

3. Demonstratives: The Plurals هَؤُلَاءِ and أُولَئِكَ

The plural demonstrative هَؤُلَاءِ 'these, those' refers only to human beings, whether male or female; it is the plural of هَذَا 'this' (m.s.) and of هَذِهِ 'this' (f.s.). It is invariable in form. Examples:

<u>Singular</u>	<u>Plural</u>
هَذَا الطَّالِبُ 'this student'	هَؤُلَاءِ الطُّلَّابُ 'these students'
هَذِهِ الطَّالِبَةُ 'this student'	هَؤُلَاءِ الطَّالِبَاتُ 'these students'

أُولَئِكَ 'those', similarly, is the plural of ذَلِكَ 'that' (m.s.) and of تِلْكَ 'that' (f.s.), and refers only to human beings, as in أُولَئِكَ الطُّلَّابُ 'those students'.

The following chart lists these forms:

	Singular	Plural
M	هَذَا	هَؤُلَاءِ
F	هَذِهِ	
M	ذَلِكَ	أُولَئِكَ
F	تِلْكَ	

هَؤُلَاءِ and أُولَئِكَ are invariable in form, although the following noun is inflected for case. Examples:

<u>Nom.</u>	مَتَى رَجَعَ هَؤُلَاءِ الْمُدَرِّسُونَ إِلَى بُلَدِهِمْ ؟	'When did these teachers return to their country?'
<u>Gen.</u>	لَيْسَتْ مُحَاضَرَاتُ هَؤُلَاءِ الْأَسَاتِذَةِ هَامَّةً جَدًّا .	'These professors' lectures are not very important.'
<u>Acc.</u>	سَأَلْتُ أُولَئِكَ الْمُرَاسِلِينَ عَنِ الْعَمَلِ فِي جَرِيدَتِهِمْ .	'I asked those reporters about working on their newspaper.'

Now do Drills 2 and 3.

Drill 2. Written. Completion.

Provide the correct form of the demonstrative in the sentences below.

- ١ - (هذا) الاساتذة مغربيون و (ذلك) جزائريون .
- ٢ - هل شاهدت كل (هذا) الافلام يا سميرة ؟
- ٣ - (هذا) المرأة صديقتي و (ذلك) ليست صديقتي .

- ٤ - استقبل الرئيس (هذا) الوزراء في الساعة التاسعة والدقيقة العاشرة .
- ٥ - أَكَلَّ (ذلك) النساء استازات جامعيّات ؟
- ٦ - (هذا) الجمل الاساسية سهلة جدًا .
- ٧ - تعيّن الوزارة (ذلك) الموظفين .
- ٨ - هل شمل الامتحان قواعد (هذا) الدروس كلها ؟
- ٩ - هل أخبرك باسماء (هذا) الاساتذة الجدر ؟

Drill 3. (On tape) Substitution-transformation: Demonstrative-singular → plural.

4. Accusative case: Adverbials of time

In both English and Arabic, prepositional phrases may function as adverbial modifiers in a sentence, very commonly expressing the time of an action--that is, answering the question "When?". Examples:

في الصّباح	'in the morning'
في المساء	'in the evening'
في السّاعة العاشرة	'at ten o'clock'
في هذا اليوم	'on this day'
في الغد	'on the morrow, tomorrow'

In Arabic, the same kind of adverbial function may also be served by a noun in the accusative case, without any preposition:

صباحًا	'mornings, in the morning'
مساءً	'evenings, in the evenings'
ساعة الامتحان	'at the hour/time of the examination'

الْيَوْمَ 'today' الْمَسَاءُ 'this evening' غَدًا 'tomorrow'
--

With صَبَاحٌ 'morning' and مَسَاءٌ 'evening' various combinations of these constructions may occur, for example:

الْيَوْمَ فِي الصَّبَاحِ الْيَوْمَ صَبَاحًا صَبَاحَ الْيَوْمِ	} 'this morning'	
الْيَوْمَ فِي الْمَسَاءِ الْيَوْمَ مَسَاءً مَسَاءَ الْيَوْمِ		} 'this evening'
غَدًا فِي الصَّبَاحِ غَدًا صَبَاحًا صَبَاحَ غَدٍ			} 'tomorrow morning'
أَمْسَ فِي الْمَسَاءِ أَمْسَ مَسَاءً مَسَاءَ أَمْسٍ	} 'yesterday evening'	

Note that أَمْسٌ 'yesterday' is invariable, always ending in -i. The accusative form الْيَوْمَ means 'today'; يَوْمٌ 'day' is a regular noun which may have any case ending, and the same is true of صَبَاحٌ "morning", مَسَاءٌ 'evening', and غَدٌ 'morrow, next day.' الْآن is an adverb and ends only in -a.

Idāfas with كُلُّ as the first term are very common as adverbials of time.

One of these occurs in the Basic Text:

كُلُّ سَنَةٍ 'every year'

Other examples follow. Note that as we have seen before (see Lesson 9.1),

with an indefinite noun **كُلُّ** is translated 'every'; with a definite noun 'all' or 'the whole';

كُلُّ السَّنَةِ	'all year, all year long'
كُلُّ سَنَةٍ	'every year'
كُلُّ السَّاعَةِ	'the whole hour'
كُلُّ سَاعَةٍ	'every hour'
كُلُّ الْيَوْمِ	'the whole day long'
كُلُّ يَوْمٍ	'every day'

Now do Drills 4, 5 and 6.

Drill 4. (on tape) Repetition: Time expressions.

Drill 5. (Also on tape) Transformation: Time expressions. Ex.

'The reporters left
this morning.'

{ سافر المراسلون اليوم في الصباح .
سافر المراسلون اليوم صباحاً .
سافر المراسلون صباح اليوم .

- ١ - يحضر الوزراء الاجتماع اليوم في المساء .
- ٢ - يرجع المديرون غدا في المساء .
- ٣ - بحثت عن كتابي امس في الصباح .
- ٤ - عينوا موظفي البنك امس في المساء .
- ٥ - اصدقائي زاهبون غدا في الصباح .
- ٦ - أرسل رسالة الى زوجته اليوم في الصباح .

Drill 6. Translation.

- ١ - هل تذهب الى المسرح كل يوم ؟
- ٢ - درسوا العربية كل السنة .
- ٣ - استمعت الى المحاضرة كل الساعة .
- ٤ - تعمل فريدة في المكتب كل الصباح .

- ٥ - بحث الوزراء الوضع كل اليوم .
 ٦ - نذهب لزيارة اصدقائنا كل سنة .
 ٧ - شربوا القهوة العربية كل مساء .
 ٨ - يقرأ الجريدة كل مساء في المكتبة .

5. Form II verbs and verbal nouns

a. Form

Form II verbs are characterized by having stems with a double middle radical, for example:

<u>Perfect</u>	<u>Imperfect</u>	
دَرَسَ	يُدَرِّسُ	'to teach'

The perfect stem has the pattern FaMMaL- (both vowels being invariably a) as in دَرَسَ above: stem darras-. The imperfect stem has the pattern -FaMMiL- (the first vowel always a, the second always i) as in يُدَرِّسُ above: stem -darris-. The vowel in all subject-marker prefixes is u, but in all other respects the subject-markers and mood-markers are the same as in Form I verbs.

Following is a chart giving the perfect and the imperfect indicative and jussive forms of a typical Form II verb:

دَرَسَ 'to teach'

	PERFECT	IMPERFECT	
		Indicative	Jussive
3 MS	دَرَسَ 'he taught'	يُدَرِّسُ 'he teaches'	يُدَرِّسْ
FS	دَرَسَتْ 'she " '	تُدَرِّسُ 'she " '	تُدَرِّسْ
2 MS	دَرَسْتَ 'you " '	تُدَرِّسُ 'you " '	تُدَرِّسْ
FS	دَرَسْتَ 'you " '	تُدَرِّسِينَ 'you " '	تُدَرِّسِي
1	دَرَسْتُ 'I " '	أُدَرِّسُ 'I " '	أُدَرِّسْ

3 MP	دَرَّسُوا 'they taught'	يُدْرِسُونَ 'they teach'	يُدْرِسُوا
FP	دَرَّسْنَ 'they " '	يُدْرِسْنَ 'they " '	يُدْرِسْنَ
2 MP	دَرَّسْتُمْ 'you " '	تُدْرِسُونَ 'you " '	تُدْرِسُوا
FP	دَرَّسْتِنَ 'you " '	تُدْرِسْنَ 'you " '	تُدْرِسْنَ
1 P	دَرَّسْنَا 'we " '	نُدْرِسُ 'we " '	نُدْرِسُ

The verbal noun of most Form II verbs has the pattern taFmiil; for example the verbal noun of دَرَّسَ 'to teach' is تَدْرِيسٌ 'teaching, instruction'. Following is a list of all the Form II verbs which have occurred so far (3 MS imperfect in parentheses) with their verbal nouns:

<u>Form II verb</u>	<u>Verbal Noun</u>
حَدَّدَ (يُحَدِّدُ) 'to set, define'	تَحْدِيدٌ 'setting, defining'
خَرَجَ (يُخْرِجُ) 'to graduate, (trans.)'	تَخْرِيجٌ 'graduating'
دَرَّسَ (يُدْرِسُ) 'to teach'	تَدْرِيسٌ 'teaching'
عَيَّنَ (يُعَيِّنُ) 'to appoint'	تَعْيِينَ 'appointment'
قَدَّمَ (يُقَدِّمُ) 'to present'	تَقْدِيمٌ 'presenting'
قَرَّرَ (يُقَرِّرُ) 'to decide' (on)	تَقْرِيرٌ 'decision'
عَلَّمَ (يُعَلِّمُ) 'to teach'	تَعْلِيمٌ 'teaching; education'

Now do Drills 7, 8 and 9.

b. Meaning

Most derived verbs are based on a Form I verb or another derived verb, the remainder being based on nouns, adjectives, prepositions, or other words. Thus, if you know the base form, you can predict with great accuracy the form of a verb derived from it; for example, if you know the Form I verb دَرَسَ 'to study', you can predict that a Form II verb derived from it will have the form دَرَّسَ (with a double middle radical). It is also possible, in a much more general and less precise way, to predict the meaning of a derived verb with

relation to the meaning of the base form. For example, the great majority of Form II verbs have causative meaning: they mean "to cause or make someone do (the action designated by the corresponding Form I verb)". Thus, if the Form I verb **دَرَسَ** means 'to study', the Form II verb derived from it, **دَرَّسَ**, expresses the general notion to "cause someone to study"--that is, specifically, 'to teach'. To a considerable extent it is possible to ascribe one or more such meanings to each of the derived Forms. There is not complete predictability in each case, but there are sufficiently discernible trends to make generalizations worthwhile. In this note we treat Form II verbs; in subsequent lessons we take up the other derived verbs. It should be noted that not all the derived Forms occur with any one root; for example, the root DRS (with the general meaning of "studying") occurs in verbs of Forms I, II, III, and VI only; another root might occur in Forms I, IV, and X only; and so on. Thus one cannot make up new verbs at will. It is very useful, however, to know something about the general meaning of the various Forms and their semantic relationships with other Forms, as these associations will help in recognizing new words and will make it easy to learn whole sets of related words at a time instead of memorizing each one separately.

Following are additional illustrations of the causative meaning of Form II verbs. (Some of the words in these and subsequent examples have not occurred in the book. They are used here for illustrative purposes only and need not be learned.)

<u>Form I</u>		<u>Form II</u>	
ذَكَرَ	'to mention'	ذَكَّرَ	'to cause someone to mention = 'to remind'
شَرِبَ	'to drink'	شَرَّبَ	'to give (someone)(something) to drink'
سَمِعَ	'to hear'	سَمَّعَ	'to let (someone) hear (something)'

Closely associated with this causative meaning is the transitivizing function of Form II: if a Form I verb is intransitive (i.e. cannot take an object) the corresponding Form II verb is transitive (can take an object):

<u>Form I</u>	<u>Form II</u>
رَجَعَ 'to return' (intr.)	رَجَّعَ 'to return (something)'

and if the Form I verb is transitive, the Form II verb is doubly transitive (can take two objects):

<u>Form I</u>	<u>Form II</u>
دَرَسَ 'to study' (something)	دَرَّسَ 'to teach' (somebody) (something)

as in

دَرَسَ الْعَرَبِيَّةَ .	'He studied Arabic.'
دَرَّسَنِي الْعَرَبِيَّةَ .	'He taught me Arabic.'

Some Form II verbs have intensive or frequentative (to do again and again) meaning:

<u>Form I</u>	<u>Form II</u>
كَسَرَ 'to break'	كَسَّرَ 'to smash'
قَتَلَ 'to kill'	قَتَّلَ 'to massacre'

Another possible meaning is estimative: to consider (someone or something) to be (such-and-such):

<u>Form I</u>	<u>Form II</u>
صَدَقَ 'to speak the truth, be truthful'	صَدَّقَ 'to consider someone truthful, to believe'
كَذَبَ 'to lie'	كَذَّبَ 'to call someone a liar; to disbelieve'

Finally, some Form II verbs are applicative: to apply (something to someone), to give, make, deal with, utter (an expression) and so on. Here the base form is often a word other than a verb.

<u>Base Form</u>	<u>Form II</u>
اسْمَ 'name'	سَمَّى 'to name'
مَرِيضٌ 'sick'	مَرَضَ 'to nurse (a patient)'
خَيْمَةٌ 'tent'	خَيَّمَ 'to pitch one's tent'
عِيدٌ 'feast-day'	عَيَّدَ 'to celebrate a feast'
السَّلَامُ عَلَيْكُمْ 'Peace be with you'	سَلَّمَ عَلَى السَّلَامُ عَلَيْكُمْ 'to say to (s.o.), greet (s.o.)'

Drill 7. Written. Recognition drill: Pattern of Form II verb.

Write the Form II verb for each of the following roots, along with its verbal noun. Ex.

taFMiil	FaMMaLa	←	FML
تَدْرِيسٌ	دَرَسَ	←	دَرَسَ
			لَقِبَ
			قَدِمَ
			فَكَرَ
			صَدَقَ
			عَلِمَ
			فَصَلَ
			قَدَرَ
			فَرَقَ
			وَحَدَ

Drill 8. (on tape) Conjugation: Form II.

Drill 9. Transformation: Perfect → imperfect → jussive. Ex.

- 'The ministers decided on the programs of instruction.' → الوزراء قرروا مناهج التعليم .
'The ministers decide on the programs of instruction.' → الوزراء يقررون مناهج التعليم .
'The ministers did not decide on the programs of instruction.' → الوزراء لم يقرروا مناهج التعليم .

- ١ - وزارة التربية والتعليم حدّدت مواعيد الامتحانات .
- ٢ - خرّجت هذه الجامعة كثيرا من الطلاب .
- ٣ - عين رئيس الجامعة الاساتذة .
- ٤ - درّسته اللغة الانكليزية .
- ٥ - قررت الوزارة مناهج التعليم في المدارس الثانوية .
- ٦ - قدّمن خدمات كثيرة للمجتمع .

D. Comprehension passages

د - نصوص للفهم

(1) Read the following passage; then do Drill 10.

المرأة الأمريكية

للنساء في امريكا حقوق الرجال وواجباتهم : لهن حق الدراسة والتدريس في المدارس والجامعات الخاصة والحكومية ، وحق الحصول على وظائف عالية في الحكومات والشركات . والمرأة الامريكية تحضر الاجتماعات الهامة وتبحث مع الرجال اوضاع السياسة . وَالدُّسْتُورُ الامريكي يسمح للمرأة بالحصول على كل الوظائف الحكومية .
تخرّج الجامعات الامريكية عددا كبيرا من الطالبات كل سنة .
وبعضهن يحصلن على الماجستير او الدكتوراه . تقدم النساء الامريكيات اليوم خدمات كثيرة للمجتمع ، فَمِنْهُنَّ المراسلات والاستاذات والمديرات والطبيبات والكاتبات . من نساء امريكا المشهورات مارغريت ميد ، واليانور روزفلت ، واملي ديكنسون ، وماريان اندرسون .

consti-
tution

for, and

Drill 10. Multiple choice completion

- ١ - _____ التدريس في جامعات امريكا حق ل _____
(الرجال فقط ، النساء فقط ،
الرجال والنساء) .
- ٢ - تحصل النساء الامريكيات على _____
(الماجستير ، كل الشهادات ،
البكالوريوس) .
- ٣ - للمرأة الامريكية الحق في الحصول على _____ في الحكومة .
(بعض الوظائف ، معظم الوظائف ،
كل الوظائف) .
- ٤ - في امريكا مدارس _____ (خاصة ، حكومية ، خاصة وحكومية)
- ٥ - _____ السياسيين في امريكا رجال . (بعض ، كل) .

(2) Listen to the passage on tape then do Drill 11.

Drill 11. (On tape) Written. Questions on aural comprehension passage.

أسئلة

- ١ - هل كريمة سورية ؟
- ٢ - أين أكملت كريمة دراستها الثانوية ؟
- ٣ - الى أي دولة ذهبت كريمة بعد حصولها على البكالوريوس ؟
- ٤ - من أي جامعة حصلت كريمة على الماجستير ؟
- ٥ - أين تدرّس كريمة الآن ؟

E. General drills

هـ - التمارين العامة

Drill 12. Substitute the appropriate pronouns for the underlined items below.

'There's a new secretary in the president's office.'

في مكتب الرئيس سكرتيرة جديدة • ←

'There's a new secretary in his office.'

في مكتبه سكرتيرة جديدة •

- ١ - في الدروس الاخيرة قواعد هامة •
- ٢ - المعلم يدرّس الطلاب التاريخ الاسلامي •
- ٣ - سيارة اختي امام الهاب •
- ٤ - تحدّث المدير الى موظفيه •
- ٥ - هل قرأتم عن تاريخ المغرب ؟
- ٦ - الوزارة تعين المدرسين والمدرسات •
- ٧ - ذهبت مع هؤلاء النساء الى الاجتماع •
- ٨ - متى موعد طائرة الوزراء ؟

Drill 13. Translation.

1. The professor went to the office of the secretary of the university in order to set the examination time.
2. Do some of those doctors work in Algeria?
3. Among the duties of the minister of education is appointing the new teachers.
4. Who determines the programs of instruction in government schools?
5. What is the position of women in Arab society today? Does the society permit them to work for their advancement?

نهر النيل

النيل نهر طويل جدًا ، بل هو من أطول أنهار العالم وأكبرها .

and, thus

فهو أطول من الامازون وأكبر من المسيسيبي .

are
located

تقع على النيل مدن مصريّة هامّة . منها القاهرة وأسوان .

Pharaonic;

ومدينة الأقصر مشهورة بآثارها الفرعونية .

The High
Dam

السدّ العالي سدّ كبير قريب من أسوان . بذل المصريون جهودا

عظيمة في بنائه ، وشاركتهم في ذلك بعض الدول الاجنبية . ويساعد هذا

السد مساعدة عظيمة على تقدّم الاقتصاد المصريّ .

Hero-
dotus;

ومصر تعتمد على مياه النيل الى أبعد حدّ . وقديماً قال هيروdotus :

gift

" مصر هبة النيل " .

أسئلة

- ١ - هل نهر الامازون أطول من النيل ؟
- ٢ - أيّ مدن مصريّة تقع على النيل ؟
- ٣ - مِمّ مدينة الأقصر مشهورة ؟
- ٤ - ما هو السدّ العالي ؟ أين هو ؟
- ٥ - من عمل على بناء السد العالي ؟
- ٦ - هل نهر النيل هامّ في مصر ؟ لماذا ؟

A. Basic text

The River Nile

The Nile is a very long river; indeed it is one of the longest and biggest rivers in the world. It is longer than the Amazon, and bigger than the Mississippi.

Important Egyptian cities are situated on the Nile. Among them are Cairo and Aswan. The city of Luxor is famous for its Pharaonic ruins.

The High Dam is a big dam near Aswan. The Egyptians expended great efforts in building it and some foreign countries joined them in this. This dam assists a great deal in the advancement of the Egyptian economy.

Egypt relies on the waters of the Nile to the utmost extent. Long ago, Herodotus said: "Egypt is the gift of the Nile."

B. Vocabulary

نَهْرٌ - أَنْهَارٌ	river
النَّيْلُ	the Nile
طَوِيلٌ - طَوَالٌ	long; tall (person)
أَطْوَلُ (مَنْ)	longer (than); longest
كَبِيرٌ - كِبَارٌ ، كِبْرَاءُ	big; old (person)
أَكْبَرُ	bigger, biggest; older, oldest (person)
الْأَمَازُون	the Amazon
الْمِيسِيسِيبِي	the Mississippi
أَسْوَانُ	Aswan
الْأَقْصَرُ	Luxor
سَدٌّ - سُدُودٌ	dam
بَذَلَ ، بَذْلٌ	to exert
جَهْدٌ - جُهُودٌ	effort
شَارَكَ (فِي)	he participated with (s.o.) (in), joined (s.o.) (in)
يُسَاعِدُ (عَلَى)	he helps, assists (s.o.) (in)

مُسَاعَدَةٌ	assistance
عَظِيمٌ - عِظَامٌ ، عُظْمَاءُ ، عَظَائِمُ	great, huge, grand; enormous
اِقْتِصَادٌ	economy
تَعْتَمِدُ عَلَى	she depends on, relies on
مَاءٌ - مِيَاهٌ	water
أَبْعَدُ	furthest; utmost
حَدٌّ - حُدُودٌ	extent; border, limit
قَدِيمًا	in ancient times, long ago

Additional vocabulary

صَغِيرٌ - صِغَارٌ	little, small; young (person)
كَثِيرٌ - وَنٌ ، كِثَارٌ	much; many
كَثِيرًا	a lot; often
الْأَسْكَندَرِيَّةُ	Alexandria

C. Grammar and drills

ج - القواعد والتمارين

1. The elative: Comparative and superlative
2. Cognate accusative
3. Form III verbs and verbal nouns
4. Verb-preposition idioms
5. Use of the dictionary: Verbal nouns

1. The Elative: Comparative and superlative

English adjectives have three degrees of comparison: positive (e.g. "big"), comparative ("bigger") and superlative ("biggest"). Arabic has two forms to express these meanings: the positive (e.g. كَبِيرٌ 'big') and the elative (e.g. أَكْبَرُ 'bigger; biggest'). The English and Arabic positives correspond to each other, e.g. نَهْرٌ كَبِيرٌ 'a big river' and مَدِينَةٌ كَبِيرَةٌ 'a big city'. The Arabic elative, on the other hand, expresses both the comparative and the superlative of English.

The elative has two forms which will concern us in this book: the masculine

singular, e.g. أَكْبَرُ , and the feminine singular, e.g. كُبْرَى is a diptote and كُبْرَى is invariable--it has no inflections whatsoever.

The Elative Pattern. The masculine elative is of the pattern أَفْعَلُ ?aFMaLu and the feminine elative is فُعْلَى FuMLaa. Following is the elative of all adjectives studied so far which can be put in the elative:

Positive

a. ?aFMaL

سَهْلٌ	'easy'	أَسْهَلُ	'easier/easiest'
قَرِيبٌ	'near'	أَقْرَبُ	'nearer/nearest'
جَمِيلٌ	'beautiful'	أَحْمَلُ	'more/most beautiful'
كَبِيرٌ	'big'	أَكْبَرُ	'bigger/biggest'
مَشْهُورٌ	'famous'	أَشْهَرُ	'more/most famous'
قَدِيمٌ	'old'	أَقْدَمُ	'older/oldest'
حَدِيثٌ	'new'	أَحْدَثُ	'newer/newest'
بَعِيدٌ	'distant'	أَبْعَدُ	'more/most distant'
قَصِيرٌ	'short'	أَقْصَرُ	'shorter/shortest'
كَثِيرٌ	'much, many'	أَكْثَرُ	'more/most'
طَوِيلٌ	'long, tall'	أَطْوَلُ	'longer/longest'; taller/tallest'
عَظِيمٌ	'great, mighty'	أَعْظَمُ	'greater/greatest'
صَغِيرٌ	'small'	أَصْغَرُ	'smaller/smallest'

b. ?aFaDD

جَدِيدٌ	'new'	أَجْدَدُ	'newer/newest'
هَامٌ	'important'	أَهَمُّ	'more/most important'
عَزِيزٌ	'dear'	أَعَزُّ	'dearer/dearest'

c. ?aFMaa

أَلْعَالِي	'the high'	أَعْلَى	'higher/highest'
------------	------------	---------	------------------

The adjectives under (a) above conform to the basic pattern; group (b) adjectives have the pattern ?aFaDD (where DD represents two identical radicals), and group (c) have the invariable pattern ?aFMaa (where the third radical of the positive form is W or Y).

مَشْهُورٌ 'famous' has no elative; the elative of شَهِيرٌ 'famous' is used for it: أَشْهَرُ 'more/most famous'.

The masculine may take a plural of the pattern ?aFaaMiL (a diptote pattern), e.g. أَكْبَرُ or, most rarely, a sound plural أَكْبَرُونَ .

The plural of the feminine FuMLaa is FuMLayaat, e.g. كُبْرَى; the plural FuMaL, i.e. كُبَرُ , is rare.

Expression of comparative degree. In comparing two items--"A is better than B"--only the masculine singular elative is used; it is always indefinite and does not show agreement in gender or number. Examples:

أَيُّ مَدِينَةٍ أَكْبَرُ ؟	'Which city is bigger?'
الرَّيَّاطُ أَكْبَرُ.	'Rabat is bigger.'

The object to be compared is introduced by مِنْ , which is translated "than".

النَّيْلُ أَكْبَرُ مِنَ الدَّانُوبِ.	'The Nile is bigger than the Danube.'
أَلَيْسَتْ مَرْيَمُ أَطْوَلَ مِنْكَ ؟	'Isn't Mary taller than you?'
تَعَلَّمْنَا أَكْثَرَ مِنْكُمْ .	'We learned more than you.'

The elative may follow an indefinite noun, forming a noun-adjective phrase; the elative agrees with the noun in case, but not in gender or number. Examples:

هَذَا بِنَاءٌ كَبِيرٌ ، لَكِنْ ذَلِكَ بِنَاءٌ أَكْبَرُ .	'That is a big building, but that one (over there) is a bigger one.'
قَرَأْنَا عَنْ مَدِينَةٍ أَكْبَرُ .	'We read about a bigger city.'
لَمْ نَدْرُسْ عَنْ بَلَدٍ أَكْبَرُ مِنْ ذَلِكَ .	'We have not studied about a country bigger than that.'

Now do Drills 1, 2 (on tape), and 3.

Expression of Superlative Degree. When the elative is definite--that is, having the definite article or a pronoun suffix, or serving as the first member of any idāfa--it has superlative meaning: it singles out the highest degree of three or more. Examples with the article:

• هَذَا هُوَ الْأَكْبَرُ. 'This is the biggest one (m.).'
• عَلَى الْأَكْثَرِ 'at the most, at most'

When the elative has the definite article, it then agrees in gender; the feminine elative is used to refer to a feminine noun or pronoun:

• هَذِهِ هِيَ الْكُبْرَى. 'This is the biggest one (fem.).'
• هِيَ الْمَدِينَةُ الْكُبْرَى. 'It is the biggest city.'

As the first term of an idāfa, only the masculine elative is used. If the second term does not have the article the meaning is "the (___est) (___)".

Examples:

أَكْبَرُ مَدِينَةٍ	'the largest city'
أَطْوَلُ نَهَرٍ	'the longest river'
أَجْمَلُ مَدَنٍ	'the prettiest cities'
أَجْمَلُ بِنَاءٍ تُونِسِيٍّ	'the most beautiful Tunisian building'

(There exists an alternative but rare way of saying "the (___est) (___)"; this involves making a noun-adjective phrase of the noun plus elative, e.g. أَكْبَرُ النَّهَرِ 'the biggest river'; أَكْبَرُ الْمَدِينَةِ 'the biggest city.' Note that there is gender agreement here, since the elative has received the definite article.)

If the second term of the idāfa has the definite article, then the elative may refer to one or to several, and it is usually best translated with "(one) of", "(some) of", into English:

هُوَ مِنْ أَطْوَلِ أَنْهَارِ الْعَالَمِ.	'It is one of the longest rivers in the world.'
وَهِيَ مِنْ أَطْوَلِ أَنْهَارِ الْعَالَمِ.	'They are some of the longest rivers in the world.'
أَقْدَمُ الْمُدُنِ	{ 'the oldest (one) of the cities' 'the oldest (ones) of the cities'
أَكْثَرُ الْوَقْتِ	'most of the time'

Now do Drill 4.

The Elative with Positive Meaning. For some words the elative has only positive meaning, e.g. أَوْسَطُ (fem. وَسْطَى) 'middle, central' and آخَرُ (fem. أُخْرَى) 'other; another'. These words form a noun-adjective phrase with the noun modified, and are in full agreement with them. Illustrations:

الشَّرْقُ الْأَوْسَطُ	'The Middle East'
أُورُوبَا الْوُسْطَى	'Central Europe'
سُؤَالٌ آخَرُ	'another question'
وِزَارَاتُ أُخْرَى	'other ministries'

This usage is extended to include feminine elatives that do have comparative or superlative meaning, but correspond to English positives, such as:

الدُّوَلُ الْكَبِيرَةُ الدُّوَلُ الْكُبْرَى	{ 'the major powers, the Great Powers'
بَرِيطَانِيَا الْعُظْمَى	'Great Britain'

This usage is particularly common in certain set phrases.

Finally, كَبِيرٌ 'big; old' and صَغِيرٌ 'little, small; young', when referring to humans, often have superlative meaning as the first term of an idāfa:

كَبِيرُ الْمُوظَّفِينَ	'the head employee'
كِبَارُ الْمُوظَّفِينَ	'the senior employees'
صَغِيرُهُمْ	'the youngest of them'

The ordinal adjective **أَوَّلُ** 'first' is also of the elative pattern, and has the various forms of the elative:

	Singular	Plural	
m.	أَوَّلُ	أَوَائِلُ ، أَوَّلُونَ ، أَوَّلٌ	'first'
f.	أُولَى		

It is normally used in noun-adjective phrases rather than in idāfas, as in **الدَّرْسُ الْأَوَّلُ** 'the first lesson'.

Summary chart with **كَبِيرٌ** :

	Singular		Plural		
	Masculine	Feminine	Masculine	Feminine	
Positive	كَبِيرٌ	كَبِيرَةٌ كُبْرَى	كِبَارٌ	كَبِيرَاتٌ كُبْرِيَّاتٌ	'big'
Comparative	أَكْبَرُ مِنْ				'bigger than'
Superlative	الْأَكْبَرُ				'the biggest (m.)'
	الْكُبْرَى				'the biggest (f.)'
	أَكْبَرُ نَهْرٍ (النِّهْرُ الْأَكْبَرُ)				'the biggest river'
	أَكْبَرُ مَدِينَةٍ (الْمَدِينَةُ الْكُبْرَى)				'the biggest city'

Now do Drill 5.

Drill 1. Written. Recognition: Elative pattern.

Write the elative form of the following adjectives; ex.

جميل ← أجمل

?aFMaL ← { FaMiL
FaML

سهل ← أسهل

عجيب	غريب
فقير	سعيد
قبيح	صعب
سهل	حسن
عميق	بعيد

b. Ex.

عزیز ← أعز

FaDiid ← FaFaDD
FaaDD

هام ← أهم

صحيح

جديد

عام

عزیز

لذيد

Drill 2. (On tape) Repetition: Elative.

Drill 3. (Also on tape) Transformation: Positive → comparative.

'The office is near--the school.' → المكتب قريب - المدرسة ←

'The office is nearer than the school.' المكتب أقرب من المدرسة

- | | |
|----------------------------------|-------------------------------|
| ٦ - الطيبة مشهورة - الكاتبة | ١ - الكرسي قديم - الطاولة |
| ٧ - اختي طويلة - زوجتي | ٢ - المتحف بعيد - المصنع |
| ٨ - الصف كبير - المكتب | ٣ - السيارة جديدة - الاوتوبيس |
| ٩ - هذا البناء حديث - ذلك البناء | ٤ - النيل طويل - المسيسيبي |
| ١٠ - دراستك هامة - الذهب | ٥ - الوالد عزيز - الصديق |
- الى السينما .

Drill 4. Substitution-translation: Superlative.

Substitute the following phrases for the underlined phrase making any necessary changes.

'This is the longest river in the world.' هذا هو أطول نهر في العالم .

- | | |
|---------------------------------|--------------------------------|
| 1. the most famous doctors (f.) | 7. the highest building |
| 2. the most modern airplane | 8. the most beautiful language |
| 3. the shortest street | 9. the tallest man |
| 4. the biggest factory | 10. the greatest country |
| 5. the newest airport | 11. the oldest ruins |
| 6. the largest restaurant | |

Drill 5. (Also on tape) Transformation: Positive → superlative.

'This is a beautiful country.' → هذا بلد جميل .

'Indeed it is one of the most beautiful countries.' بل هو من اجمل البلاد .

- | | |
|-----------------------------|------------------------|
| ٥ - هذا رجل طويل . | ١ - هذه جملة قصيرة . |
| ٦ - هؤلاء مراسلون مشهورون . | ٢ - هذه آثار قديمة . |
| ٧ - هؤلاء اصدقاء اعزاء . | ٣ - هذه طهيبة مشهورة . |
| ٨ - هذا لوح قديم . | ٤ - هذا موضوع هام . |

2. Cognate accusative

This sentence from the basic text

'This dam helps greatly...' يَسَاعِدُ هَذَا السَّدُّ مُسَاعَدَةً عَظِيمَةً .

illustrates an important use of verbal nouns, the cognate accusative. In such constructions the verb is followed by its own verbal noun (the verbal noun which is derived from--is "cognate" with--that verb). The verbal noun then serves as an adverbial modifier of the verb, and is in the accusative case; it is indefi-

nite unless it is in an idāfa. The verbal noun may occur alone, or may itself be modified by an adjective (as above), by another noun in an idāfa, and so on. A common construction is with a noun of quantity, like كُلٌّ or بَعْضٌ, or an relative as the first term of the idāfa, in which case the verbal noun usually has the definite article. When it is modified by an adjective, the whole phrase (verbal noun plus adjective) is often best translated by an English adverb, as above. The cognate accusative expresses intensity, emphasis, or manner. Additional examples:

تَقَدَّمتْ مِصرُ تَقَدُّمًا كَبِيرًا.	'Egypt has advanced greatly.'
إِحْتَرَمَهُ أَحْتِرَامَ ابْنِ لِوَالِدِهِ.	'He respected him as a son respects his father.' ("He respected him the respect of a son for his father")
سَاعَدَهَا كُلَّ الْمُسَاعَدَةِ.	'He helped her in every way.'
اسْتَقْبَلَهُمُ أَكْثَمَ اسْتِقْبَالٍ.	'He gave them a great welcome.'

3. Form III verbs and verbal nouns

a. Form

Form III verbs are characterized by having stems with a long vowel after the first radical, for example:

<u>Perfect</u>	<u>Imperfect</u>	
سَاعَدَ	يُسَاعِدُ	'to help'

The perfect stem has the pattern FaaMaL- (always long vowel aa after the first radical, short vowel a after the second), as in سَاعَدَ above: stem saaʿad-.

The imperfect stem has the pattern -FaaMiL- (always long vowel aa after the first radical, short vowel i after the second) as in يُسَاعِدُ above: stem -saaʿid-. As in Form II verbs, the vowel in all subject-marker prefixes is u.

In all other respects the subject-markers and mood-markers are the same as in Form I verbs (this statement is true of all derived verbs and hereafter may be

taken for granted).

The chart below gives the perfect, imperfect, and jussive forms of a typical Form III verb:

سَاعَدَ 'to help'

		PERFECT	IMPERFECT	
			Indicative	Jussive
3 MS		سَاعَدَ 'he helped'	يُسَاعِدُ 'he helps'	يُسَاعِدْ
FS		سَاعَدَتْ 'she " '	تُسَاعِدُ 'she " '	تُسَاعِدْ
2 MS		سَاعَدْتَ 'you " '	تُسَاعِدُ 'you help'	تُسَاعِدْ
FS		سَاعَدْتِ 'you " '	تُسَاعِدِينَ 'you " '	تُسَاعِدِي
1 S		سَاعَدْتُ 'I " '	أُسَاعِدُ 'I " '	أُسَاعِدْ
3 MP		سَاعَدُوا 'they " '	يُسَاعِدُونَ 'they " '	يُسَاعِدُوا
FP		سَاعَدْنَ 'they " '	يُسَاعِدْنَ 'they " '	يُسَاعِدْنَ
2 MP		سَاعَدْتُمْ 'you " '	تُسَاعِدُونَ 'you " '	تُسَاعِدُوا
FP		سَاعَدْتُنَّ 'you " '	تُسَاعِدْنَ 'you " '	تُسَاعِدْنَ
1 P		سَاعَدْنَا 'we " '	نُسَاعِدُ 'we " '	نُسَاعِدْ

The verbal noun of most Form III verbs has the pattern muFaaMaLa(t); for example, the verbal noun of سَاعَدَ 'to help' is مُسَاعَدَةٌ 'helping, help, assistance'. The following list shows all the Form III verbs which have occurred so far (imperfect in parentheses) and their verbal nouns:

<u>Form III verb</u>	<u>Verbal noun</u>
حَاضَرَ (يُحَاضِرُ) 'to lecture'	مُحَاضَرَةٌ 'lecturing, a lecture'
تَابَعَ (يَتَابِعُ) 'to pursue, continue'	مُتَابَعَةٌ 'pursuing'
سَاعَدَ (يُسَاعِدُ) 'to help'	مُسَاعَدَةٌ 'assistance'

(يُشَارِكُ) 'to participate'	مُشَارَكَةٌ 'participation'
(يُشَاهِدُ) 'to see'	مُشَاهَدَةٌ 'seeing'
(يُقَابِلُ) 'to have a meeting with'	مُقَابَلَةٌ 'meeting with, interviewing'
(يُسَافِرُ) 'to travel'	سَفَرٌ 'travelling' (see below)

The verb سَافَرَ 'to travel' is unusual in that its verbal noun is a Form I pattern.

Some Form III verbs have verbal nouns of the pattern FiMaal instead of, or in addition to, muFaaMaLa(t). An example, which has not occurred in the book so far, is

Form III verb	Verbal noun
قَاتَلَ 'to fight with, combat'	{ مُقَاتَلَةٌ 'fighting, combat' قِتَالٌ

Now do Drills 6 and 7.

b. Meaning

Form III verbs typically have attemptive meaning ("to try to do something to someone" or associative meaning ("to involve someone in something"). Almost all are transitive, and many of these have the same meaning as the corresponding Form I verb plus a preposition. (Unfamiliar verbs are for illustration only.)

Form I	Form III
قَتَلَ 'to kill'	قَاتَلَ 'to fight with, try to kill'
قَبِلَ 'to receive'	قَابَلَ 'to confront, meet with'
قَامَ (عَلَى) 'to stand up (against)'	قَاوَمَ 'to stand up against, resist, oppose'
جَلَسَ (إِلَى) 'to sit down (with)'	جَالَسَ 'to sit down with'

Drill 6. Written. Recognition: Form III pattern.

Fill in the blanks in the chart below.

Verbal noun	Form III verb	Root
Example: (MuFaaMaLaT) مُشَارَكَةٌ	(FaaMaLa) شَارَكَ	(FML) ش ر ك ط ل ب ص د ق ر س ل ع ص ر ك ف ح ح ف ظ

Drill 7. (On tape) Conjugation: Form III.

Drill 8. (Also on tape) Transformation: Perfect → لم + Jussive. Ex.

'The director met with the employee in his office.' → قابل المدير الموظف في مكتبه . ←

لم يقابل المدير الموظف في مكتبه . ← 'The director did not meet with the employee in his office.'

- ١ - ذكرت في رسالتك لي اقامتك هناك .
- ٢ - ساعد المنهج على تقدّم البلد .
- ٣ - شاركت الدول الكبرى في بناء المصنع الجديد .
- ٤ - الوزراء قابلوا الرئيس اثناء زيارته لمصر .
- ٥ - شاهدنا فيلما عربيا مساء امس .
- ٦ - سافرن الى فرنسا لحضور الاجتماع .
- ٧ - شاركت هذه السنة في تقرير منهج التعليم .
- ٨ - عين الوزير المعلمين الجدد .
- ٩ - أكلت وشربت بعد عودتها من المدرسة .

4. Verb-preposition idioms

In English there are some verbs which mean one thing when followed directly by an object and another when combined with a preposition; for example, 'He deals the cards' versus 'He deals with the problems'. Some verbs, also, have differing meanings when combined with different prepositions: 'He looks for the book' versus 'He looks at the book'. Still other verbs occur only in combination with prepositions: 'He relies on his friends.' In Arabic there are also verbs of exactly the same types, although of course not necessarily the same particular verbs as in English. In previous lessons, for example, we have seen the verb بَحَثَ meaning 'to discuss' and the combination بَحَثَ عَنْ meaning 'to look for'. In this lesson we see the combination اعْتَمَدَ عَلَى meaning 'to depend on' (the verb اعْتَمَدَ without a preposition means 'to authorize, to sanction').

Such a combination of a verb and a preposition is called a verb-preposition idiom. From the point of view of meaning, a verb-preposition idiom constitutes a single unit distinct from the verb alone or from other verb-preposition idioms. From the point of view of grammar, the verb in such an idiom has the same forms (of person, tense, and so on) as any verb; and the preposition, as usual, takes as its object a noun in the genitive case, or a pronoun suffix:

بَحَثُوا مَوَاضِعَ كَثِيرَةً وَمِنْهَا السَّلَامُ فِي الشَّرْقِ الْأَوْسَطِ .	'They <u>discussed</u> many topics, among them peace in the Middle East.'
بَحَثُوا عَنْ قَلَمِكَ فِي كُلِّ صَفٍّ .	'They <u>looked for</u> your pencil in every classroom.'

These verb-preposition idioms have occurred so far:

حَضَرَ إِلَى	'to come to' (cf. حَضَرَ 'to attend')
بَحَثَ عَنْ	'to look for' (cf. بَحَثَ 'to discuss')
حَصَلَ عَلَى	'to acquire, obtain, get'

سَمَحَ بِـ	'to permit'
إِعْتَمَدَ عَلَى	'to depend on'

There are also quite a few Arabic verbs which are not parts of idioms like those above, but may be associated with particular prepositions without a change in their basic meaning. For example, the verb سَاعَدَ means "to help" (someone) and سَاعَدَ عَلَى means "to help" (someone) "in" (doing something):

هَلْ سَاعَدَكَ الْكِتَابُ ؟	'Did the book help you?'
نَعَمْ ، سَاعَدَنِي عَلَى التَّعْلِيمِ .	'Yes, it helped me in teaching.'

While the distinction must be kept clear between verb-preposition idioms like إِعْتَمَدَ عَلَى and verbs like سَاعَدَ , they must all be learned together with their associated prepositions. Parentheses identify such prepositions, as in

إِسْتَمَعَ (لِ)	'to listen (to)'
أَخْبَرَ (بِ)	'to inform (of)'
شَارَكَ (فِي)	'to participate (in)'
سَاعَدَ (عَلَى)	'to help (in)'
عَمِلَ (عَلَى)	'to work (for, towards)'

Now do Drill 9.

Drill 9. Written. Completion.

Write the correct preposition in the blank.

- ١ - بحث المراسل — عمل في جريدة "الاهرام" المصرية .
- ٢ - ساعدت الدول الكبرى — بناء السد العالي .
- ٣ - يحصل عدد كبير من الطلاب — شهادات عالية كل سنة .
- ٤ - أخبرني — وصول الرئيس الأمريكي .
- ٥ - يعمل الرجال والنساء — تقدم المجتمع العربي .
- ٦ - شارك المدرس — تدريس التاريخ الاسلامي .

- ٧ - لم يسمح وقتنا — زيارة أشار بعلمك .
- ٨ - استمعنا — محاضرة الاستاذ الزائر بعنوان " جمال مصر " .
- ٩ - حصلت الطالبة — الهكالوريوس وبدأت عملا جديدا .

5. Use of the dictionary: Verbal nouns

Various formats are used by different Arabic dictionaries in arranging, within the entry for a particular root, all the words which share that root. Verbal nouns for Form I verbs are often given directly after the verb itself at the beginning of the entry for that root. An example of such an entry would be as follows:

<u>verb</u>	<u>verb transliterated</u>	<u>stem vowel</u>	<u>verbal noun transliterated</u>	<u>definition of verb</u>
شَغَلَ	šagāla	a	(šagīl, šuḡīl)	to occupy, busy...

If more than one verbal noun is given, then the first one given is usually the more common, or they may have slightly different meanings. The verbal nouns so listed are usually dealt with again in more detail later on in the entry.

If your dictionary does not use this format then it is necessary to consult the introduction to the dictionary, where the format used will be described.

Drill 10. Written. Dictionary drill.

Look up the following verbs and write their meanings as well as their verbal nouns.

صَادَقَ	رَحَّبَ
أَثَرَ عَلَى	رَاسَلَ
نَظَرَ فِي	أَجَلَ
طَالَ	رَحَلَ

D. Comprehension passage.

د - نصوص للفهم

Read the following passage; then do Drill 11.

السد العالي سد كبير جدًا على نهر النيل، بل هو أكبر سد في الشرق الأوسط. هذا السد المصنوع من الخرسانة في بنائه وشاركته في ذلك روسيا. ساعد بناء هذا السد المدن الواقعة على نهر النيل بمساعدة كبيرة. ونقلت الحكومة المصرية بعض الآثار التاريخية القديمة من منطقة السد إلى مكان جديد. والسد العالي اليوم أشهر سد في العالم، فهو يساعد على تقدم الأوضاع الاقتصادية في مصر، بل يعتمد الاقتصاد المصري عليه إلى أبعد حد.

وفي مصر سد كبير آخر على النيل واسمه سد أسوان. وهذا السد أقدم من السد العالي لكن السد العالي أكبر منه. وعلى النيل سدود صغيرة أخرى.

Drill 11.

الأسئلة

- ١ - من شارك المصريين في بناء السد العالي ؟
- ٢ - ماذا نقلت الحكومة المصرية من منطقة السد العالي ؟
- ٣ - علام ساعد بناء السد العالي ؟
- ٤ - هل على النيل سدود أخرى ؟
- ٥ - هل سد أسوان أكبر من السد العالي ؟

E. General drills

هـ - التمارين العامة

Drill 12. Substitution: Telling time. Ex.

'What time is it now?' →

← ما الساعة الآن ؟

'It's eleven o'clock.'

الساعة الحادية عشرة •

10:20 3:15

7:55 5:45

8:40 12:10

6:30 2:30

Drill 13. Variable substitution.

'Ahmad is the first student in the class.' أحمَدُ هو الطالب الاول في الصف •

فَريْدَةُ ٦ سَلِيمٌ

٢ هِنْدُ ١١

حُسَيْنٌ ١٠ سَعَادُ

١٩ عَادِلٌ ٥

وَدَادُ ٤ فَرِيدٌ

Drill 14. Written. Translation.

1. The minister of education met with the senior employees of the ministry to appoint the new teachers and to decide on the programs of instruction in the secondary schools.
2. The government assisted the companies a great deal (use cognate accus.). The companies depended upon this assistance to the utmost extent.
3. The great powers are participating in the building of the largest factory in the world.

أ - النصّ الاساسيّ

البدو

- tents يسكن البدو في الخيام ويرحلون في الصحراء من مكان الى مكان
- hospitality مكان للبحث عن الماء، وهم مشهورون بحسن الضيافة؛ يقبل عليهم الزائر فيظهرون له الترحيب ويسرعون الى اكرامه فيقدمون له الطعام والشراب.
- drink والمدينة لا تعجب البدوي لأن الحياة فيها تختلف عن الحياة في الصحراء؛ فالبدوي يُفَضِّلُ حُرِّيَّةَ الصحراء على قيود المدينة، لكن بعض البدو يذهبون الى المدينة أحياناً للتجارة.
- prefers...to; fetters

أسئلة

- ١ - أين يسكن البدو عادة ؟
- ٢ - لمَ يرحلون من مكان الى مكان ؟
- ٣ - هل في الصحراء كثير من الماء ؟
- ٤ - كيف تختلف الحياة في الصحراء عن الحياة في المدينة ؟
- ٥ - هل تعجب البدو حياة المدينة ؟
- ٦ - هل تعجبك حياة المدينة ؟

A. Basic text

The Bedouins

The Bedouins live in tents and move about the desert from place to place to look for water. They are famous for their hospitality: if a visitor comes up to them they welcome him and hasten to honor him, and they offer him food and drink.

The Bedouin does not like the city because life there differs from life in the desert: the Bedouin prefers the freedom of the desert to the fetters of the city, but some Bedouins do go to the city at times to trade.

B. Vocabulary

بَدَوِيٌّ - بَدَوٌ	Bedouin
رَحَلَ - رَحِيلٌ	to move about, travel
صَحْرَاءُ - صَحَارَى	(f.) desert
صَحْرَاوِيٌّ	(nisba of صَحْرَاءُ) desert, desolate
مَكَانٌ - أَمَاكِنٌ ، أَمَكِنَةٌ	place
يُقْبِلُ عَلَى	he approaches
فَ	and, and then, and so
يُظْهِرُونَ (لِ)	they demonstrate, show (to)
رَحَّبَ ، تَرْحِيبٌ	II to welcome
يُسْرِعُونَ (إِلَى)	they hasten (to)
إِكْرَامٌ	(verbal noun) to honor
طَعَامٌ	food
تَعَجَّبَ	she, it pleases
لِأَنَّ	because (See Note C.2, pages 263-5.)
حَيَاةٌ - حَيَوَاتٌ	life; life-blood
حَيَوِيٌّ - وَنٌ	(nisba of حَيَاةٌ) lively, vital
تَخْتَلِفُ (عَنْ)	she, it differs (from), varies
حُرِّيَّةٌ	freedom

لَكِنَّ	but, however (conjunction; see note C.2)
أَحْيَانًا	sometimes, at times
تِجَارَةً	commerce, business, trade

Additional vocabulary

أَنَّ	that (conjunction; see C.2)
إِنَّ	that (conjunction; see C.2)
يَخْتَلِفُ (عَنْ)	he differs (from), varies

C. Grammar and drills

ج - القواعد والتمارين

1. Form IV verbs and verbal nouns
2. Particles لَكِنَّ 'but', لِأَنَّ 'because',
إِنَّ 'that' and أَنَّ 'that'
3. Human collective nouns
4. Particle فَ 'and, and then'

1. Form IV verbs and verbal nouns

a. Form

Form IV verbs are characterized by having a perfect stem beginning with the prefix - أَ ?a-. This prefix, however, is not present in the imperfect stem.

Example:

<u>Perfect</u>	<u>Imperfect</u>	
أَكْمَلَ	يُكْمِلُ	'to complete'

The perfect stem has the pattern ?aFMaL- (prefix - أَ ?a-, stem vowel a), as in أَكْمَلَ above: stem ?akma1-. The imperfect stem has the pattern -FMiL- (stem vowel i in all verbs), as in يُكْمِلُ above: stem: -kmi1-. (Thus the imperfect stem of Form IV verbs is like the imperfect stem of those Form I verbs which have i as the vowel, as in يَرْجِعُ 'he returns': stem -rji1-. The

perfect stems are of course different.) As in Form II and Form III verbs, the vowel of Form IV subject-marker prefixes is u. Of Forms I to X, only these three Forms have the prefix u; in Form I and Forms V through X, this vowel is a.

The following chart shows the perfect, imperfect, and jussive forms of a typical Form IV verb:

أَكْمَلَ 'to complete'

	PERFECT		IMPERFECT		
			Indicative		Jussive
3 MS	أَكْمَلَ	'he completed'	يُكْمِلُ	'he completes'	يُكْمِلْ
FS	أَكْمَلَتْ	'she completed'	تُكْمِلُ	'she completes'	تُكْمِلْ
2 MS	أَكْمَلْتُمْ	'you completed'	تُكْمِلُونَ	'you complete'	تُكْمِلُوا
FS	أَكْمَلْتُمْ	'you completed'	تُكْمِلِينَ	'you complete'	تُكْمِلِي
1 S	أَكْمَلْتُ	'I completed'	أُكْمِلُ	'I complete'	أُكْمِلْ
3 MP	أَكْمَلُوا	'they completed'	يُكْمِلُونَ	'they complete'	يُكْمِلُوا
FP	أَكْمَلْنَ	'they completed'	يُكْمِلْنَ	'they complete'	يُكْمِلْنَ
2 MP	أَكْمَلْتُمْ	'you completed'	تُكْمِلُونَ	'you complete'	تُكْمِلُوا
FP	أَكْمَلْتُنَّ	'you completed'	تُكْمِلْنَ	'you complete'	تُكْمِلْنَ
1 P	أَكْمَلْنَا	'we completed'	نُكْمِلُ	'we complete'	نُكْمِلْ

The verbal noun of Form IV verbs has the pattern ?iFMaaL; for example, the verbal noun of أَكْمَلَ 'to complete' is إِكْمَالٌ 'completing, completion'. The following list shows the Form IV verbs which have occurred so far (imperfect in parentheses) and their verbal nouns.

<u>Form IV verb</u>	<u>Verbal noun</u>
أَسْرَعَ (يُسْرِعُ) 'to hasten (to)'	إِسْرَاعٌ 'hastening'
أَظْهَرَ (يُظْهِرُ) 'to demonstrate, show'	إِظْهَارٌ 'demonstrating'
أَعْجَبَ (يُعْجِبُ) 'to please'	إِعْجَابٌ 'pleasing'
أَخْبَرَ (يُخْبِرُ) 'to inform, tell'	إِخْبَارٌ 'informing'
أَقْبَلَ (يُقْبِلُ) 'to approach'	إِقْبَالٌ 'approaching'
أَكْمَلَ (يُكْمِلُ) 'to complete'	إِكْمَالٌ 'completion'
أَكْرَمَ (يُكْرِمُ) 'to honor'	إِكْرَامٌ 'honoring'
أَصْدَرَ (يُصْدِرُ) 'to publish'	إِصْدَارٌ 'publication'
أَرْسَلَ (يُرْسِلُ) 'to send'	إِرْسَالٌ 'sending'

Now do Drills 1 and 2.

b. Meaning

As in the case of Form II verbs, a great many verbs of Form IV are causative in meaning, and have a transitivizing function (making an intransitive Form I verb transitive, and a transitive Form I verb doubly transitive):

<u>Form I</u>	<u>Form IV</u>
ظَهَرَ 'to appear'	أَظْهَرَ 'to cause (something) to appear, to show'
كَمَلَ 'to become complete'	أَكْمَلَ 'to make (something) complete, to complete'
سَكَنَ 'to live, reside'	أَسْكَنَ 'to lodge (someone), put (someone) up'
سَمِعَ 'to hear'	أَسْمَعَ 'to have (someone) listen to (something), to tell (someone)(something)'

Some Form IV verbs have the meaning of going to or toward a place, or getting into a state or condition:

Base Form	Form IV
قَبُلَ 'front, face'	أَقْبَلَ عَلَى 'to approach'
سَرَعَ 'to be fast'	أَسْرَعَ 'to hasten'

Now do Drill 3.

Drill 1. Written. Recognition: Patterns of Forms I-IV.

a. Provide the root and the verb for the Form IV verbal nouns given below:

Verbal Noun (?iFMaaL)	Form IV Verb (?aFMaLa)	Imperfect (yuFMiLu)	Root (FML)
إِكْمَالٌ انتاج اخراج اجلاس اشراف اعجاب	أَكْمَلَ	يُكْمِلُ	ك م ل

b. Identify each of the verbs below as Form I, II, III, or IV. Provide verbal noun for Form II, III and IV verbs. Ex. (تَعَيَّنَ) II عَيَّنَ -

أنتج	أشرف
علم	اثر
حافظ	خرج
وحد	فسر
أخرج	راسل

Drill 2. (On tape) Conjugation: Form IV (perfect, imperfect, jussive).

Drill 3. Transformation: Perfect → negative → negative imperfect.

'I liked working in the company.' → أعجبني العمل في الشركة .
'I didn't like working in the company.' → لم يعجبني العمل في الشركة .
'I don't like working in the company.' لا يعجبني العمل في الشركة .

- | | | | |
|-----|---------------------|-----|-------------------------|
| ١ - | أسرعنا لأكرامه . | ٥ - | البنات اسرعن لأكرامنا . |
| ٢ - | أقبلوا على الزوار . | ٦ - | أكرمني أولئك الرجال . |
| ٣ - | أظهرت لهم الترحيب . | ٧ - | أعجبه محاضرة الاستاذ عن |
| ٤ - | هل أكملت عملك ؟ | | الوضع الحاضر . |
| ٨ - | هل أكملت دراستكم ؟ | | |

2. Particles لَأنَّ 'because', لَكنَّ 'but', إنَّ and أنَّ 'that'

These words belong to a small group of particles which share the following characteristics:

(1) They introduce clauses. (A clause is an independent sentence or a sentence which forms part of a larger sentence.)

(2) They may not be followed immediately by a verb. They are most commonly followed by a noun or a pronoun suffix, which functions as the subject of the clause.

(3) When the subject is a noun, it is in the accusative case (but a predicate noun or adjective, if present, remains nominative), for example:

لَكنَّ الرَّجُلَ مَشْهُورٌ. 'But the man is famous.'

Following are examples of these particles in equational and verbal sentences (clauses). The examples are in pairs, the first without the particle and the second with it. Subjects are underlined.

Equational

هَذَا الْمَصْنَعُ جَدِيدٌ.	'This factory is new.'
لَكِنَّ هَذَا الْمَصْنَعُ جَدِيدٌ.	'But this factory is new.'
هِيَ ذَاهِبَةٌ إِلَى بَيْرُوتَ.	'She is going to Beirut.'
لِأَنَّهَا ذَاهِبَةٌ إِلَى بَيْرُوتَ.	'... because she is going to Beirut.'
فِي الْمَكْتَبِ رَجُلٌ.	'There's a man in the office.'
لَكِنَّ فِي الْمَكْتَبِ رَجُلًا.	'But there's a man in the office.'

(This last example illustrates the context in which لَكِنَّ or one of the other particles may be followed immediately by something other than the subject noun or pronoun suffix: In an equational sentence, when the subject is an indefinite noun and the predicate is an adverbial word or phrase such as هُنَاكَ 'there' or فِي الْمَكْتَبِ 'in the office', then the predicate follows the particle immediately, and the subject (in the accusative) comes after the predicate.)

Verbal

الْمُوظَّفُونَ يَعْمَلُونَ كُلَّ الْيَوْمِ.	'The employees work all day.'
لَكِنَّ الْمُوظَّفِينَ يَعْمَلُونَ كُلَّ الْيَوْمِ.	'But the employees work all day.'
دَرَسْتَ التَّارِيخَ فِي الْأَزْهَرِ.	'You (m.) studied history at Al-Azhar.'
لِأَنَّكَ دَرَسْتَ التَّارِيخَ فِي الْأَزْهَرِ.	'...because you (m.) studied history at Al-Azhar'
بَعْضُ الْبَدْوِ يَذْهَبُونَ إِلَى الْمَدِينَةِ.	'Some Bedouins go to the city.'
لَكِنَّ بَعْضَ الْبَدْوِ يَذْهَبُونَ إِلَى الْمَدِينَةِ.	'But some Bedouins go to the city.'

In previous lessons the word لَكِنَّ has occurred. Although this also means 'but', it differs from لَكِنَّ in usage: لَكِنَّ never has a pronoun suffix, and may be followed by a verb or any other word. If it is followed by a noun, that noun is nominative.

The particles إِنَّ and أَنَّ both correspond to the English conjunction

"that", in such constructions as "He said that he was a student" and "The minister reported that the assignment had been completed". (Do not confuse this with the demonstrative "that", as in "That is a good idea" or "Hand me that pencil", which corresponds to Arabic هَذَا or هَذِهِ.) The difference between إِنَّ and إِنْ is that إِنْ is used after the verb قَالَ 'to say' (or any of its forms), and إِنَّ is used elsewhere. Examples:

قَالَ الزَّائِرُ إِنَّهُ مِنْ بَغْدَادَ.	'The visitor said that he was from Baghdad.'
فِي هَذَا الدَّرْسِ تَعَلَّمْتُ أَنَّ الْحَيَاةَ فِي الصَّحْرَاءِ تَخْتَلِفُ عَنِ الْحَيَاةِ فِي الْمَدِينَةِ.	'I have learned in this lesson that life in the desert is different from life in the city.'

In English, "that" may sometimes be omitted: "The visitor said he was from Baghdad"; but in Arabic إِنَّ or إِنْ may not be omitted in this way.

When a first person pronoun suffix (singular or plural) is attached to one of these particles, there are two possible forms for each, for example:

لِأَنِّي طَالِبٌ لِأَنَّنِي طَالِبٌ	'because I am a student'
سَمِعُوا أَنَّا نَدْرُسُ الْعَرَبِيَّةَ. سَمِعُوا أَنَّنا نَدْرُسُ الْعَرَبِيَّةَ.	'They heard that we are studying Arabic.'

These four particles, and a few others which you will meet later, are traditionally referred to as إِنَّ وَأُخَوَاتُهَا 'inna and its sisters'.

Now do Drills 4, 5 and 6.

Drill 4. Written. Recognition: إِنَّ وَأُخَوَاتُهَا

Vowel the words underlined below.

- ١ - هو مصريّ لكنّ زوجته من لبنان •
 - ٢ - قالوا إنّ الرئيس سافر الى فرنسا.
 - ٣ - هل سمعتم أنّ الامتحان قصير جدا ؟
 - ٤ - انتقلت الى سوريا لأنّ عائلتها تسكن هناك •
 - ٥ - قال إنّ المرأة هامة جدا في مجتمعنا •
 - ٦ - لم يدرس الفرنسية لكن درستها اخته •
 - ٧ - هل ذكرت أنّ القهوة العربية لا تعجبك ؟
 - ٨ - ذهبنا الى المطار لأنّ موعد الطائرة قريب •
 - ٩ - قرأنا أنّ اقتصاد مصر يعتمد على مياه النيل الى ابد
- حدّ •

Drill 5. (Also on tape) Transformation: Sentence → clause after قال إنّ

'His country is beautiful.' → بَلَدُهُ جَمِيلٌ. ←
 'He said that his country was beautiful.' قال إنّ بَلَدَهُ جَمِيلٌ •

- ١ - الحياة في المدينة تختلف عن الحياة في الصحراء •
- ٢ - السدّ العالي يساعد على تقدّم الاقتصاد •
- ٣ - الموظفون يعملون كل اليوم •
- ٤ - وزارة التربية والتعليم تقرر مناهج التعليم •
- ٥ - الاساتذة الجزائريون رجعوا الى بلدهم •
- ٦ - هذه الطهيبة مشهورة جدا •
- ٧ - بذلوا جهودا كبيرة في بناء السد الاول •
- ٨ - هو مستعدّ لامتحان في التاريخ الاسلامي •

Drill 6. Written. Combination: Sentences joined with لَكِنَّ or لِأَنَّ

a. With subject pronoun

'The Nile River is very important.' ← { نهر النيل هامّ جدًا •
 'The Egyptian economy depends upon it.' { الاقتصاد المصري يعتمد عليه.

'The Nile River is very important because the Egyptian economy depends upon it.'

نهر النيل هام جدًا لأن

الاقتصاد المصري يعتمد عليه .

- ١ - درسنا كل اليوم . الامتحان يشمل دروس الكتاب كله .
- ٢ - لا يعجبني هذا الصف . شبايكه صغيرة .
- ٣ - قرأت هذا النص في ربع ساعة . ذلك النص طويل جدًا .
- ٤ - حرية الصحراء شيء جميل . الحياة فيها ليست سهلة .

b. With pronoun suffix

'They honored the old man.'

'He is their father.'

'They honored the old man because he is their father.'

أكرموا الرجل الكبير .
هو والدهم .

أكرموا الرجل الكبير لأنه والدهم .

- ١ - أظهروا لي الترحيب . أنا زائر في مدينتهم .
- ٢ - البدو يرحلون من مكان الى آخر في الصحراء . هم يبحثون عن الماء .
- ٣ - أعجبني هذا الفيلم العراقي . هو طويل جدًا .

3. Human collective nouns

The nouns 'عَرَبٌ' 'Arabs' and 'بَدَوٌ' 'Bedouins' illustrate a small group of nouns referring to humans that have plural meaning and that form a singular noun by means of the nisba suffix. Thus:

	Singular 'an Arab'	Plural 'Arabs'
Masculine	عَرَبِيٌّ	عَرَبٌ
Feminine	عَرَبِيَّةٌ	عَرَبِيَّاتٌ

The corresponding four forms of 'بَدَوٌ' are 'بَدَوِيٌّ' and 'بَدَوِيَّةٌ' 'a Bedouin', and 'بَدَوٌ' and 'بَدَوِيَّاتٌ' 'Bedouins'.

Another word of this type that has already occurred is 'إِنْكَلِيزِيَّةٌ' which is based on 'الْإِنْكَلِيزِيَّةُ' 'the English' (also spelled 'الْإِنْكَلِيزِيَّةُ'); its masculine

singular form إِنْكِلِيزِيّ 'English' may of course be either a noun or an adjective. The noun for "Americans" is أَمْرِيكَان ; its nisba 'American' may be either أَمْرِيكَانِيّ or أَمْرِيكِيّ, which is based on أَمْرِيكََا 'America'. These two nisba adjectives may have not only the usual feminine singular and plural, but a masculine sound plural as well أَمْرِيكِيّونَ, which is equivalent to أَمْرِيكَان in meaning.

These nouns, called human collectives, will henceforth be listed in the vocabularies as plural nouns, with the nisba singular after a dash:

بَدَوِيّ - بَدَوِيّ 'Bedouins'

4. Particle فَ 'and, and then, and so'

Both وَ and فَ may mean "and", but differ in the way they are used. وَ is a simple connector:

<u>الْأَسْتَاذُ وَالطَّالِبُ</u>	'the professor and the student'
<u>الْقَلَمُ وَالْوَرَقَةُ</u>	'the pen and the paper'
<u>أَكَلُوا وَشَرَبُوا .</u>	'They ate and drank.'

On the other hand فَ in such contexts implies a certain sequence or order of events: that one thing follows another. Thus it most commonly connects clauses, and can often be translated by "then", "and then", "and so":

<u>رَحَّبُوا بِهِمْ فَقَدَّمُوا لَهُمُ الْقَهْوَةَ.</u>	'They welcomed them and (then) served them coffee.'
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D. Comprehension passage

د - نصوص للفهم

Read the following passage and then do Drill 7.

orienta-
list

ادوارد لين مُسْتَشْرِقٌ انكليزيّ مشهور • أقبل لين على مصر فسي

الْقَرْنِ التَّاسِعِ عَشَرَ فدرس حياة المصريين ولغتهم ، وكتب عنهم كتابا

مشهورا •

قال لين في كتابه ان الحياة في مصر تختلف عن الحياة في

اوربا ، قال كذلك ان المصري يرحب بالزوار ويكرمهم ويقدم اليهم الطعام •

سكن في القاهرة ، وكان له فيها عدد كبير من الاصدقاء . تحدثت

في كتابه عن حياته في مصر وعن اصدقائه المصريين فقال : أخبرني صديق

مصري بأن الزَّوْاجَ وَاجِبٌ عَلَيَّ لانه وَاجِبُ كُلِّ مِصْرِيٍّ • marriage; is my duty

Drill 7. Oral composition.

Prepare a brief conversation (to be presented in class) based on the passage above, using words from the list provided below, or other words you have had.

مستشرق	ادوارد لين	مشهور	درس	هنا	انّ	أين
حياة	مصر	انكليزي	كتب	هناك	بعض	هل
لغة	أوربا	مصريّ	قال	جدّا	لـ	ماذا
زائر	القاهرة		اختلف	فقط	لم	ما
طعام			رحّب بـ	أثناء	هل	من
صديق			أكرم		كل	متى
زوجة			قدّم الى		لكن	
واجب على			سكن		ذلك	
			تحدّث عن		هو	
			كان		هم	
					ليس	
					هؤلاء	
					معظم	
					لأنّ	

E. General drills

Drill 8. Written. Fill in the blanks in the chart below. Please vowel verb forms fully.

Verbal Noun	Verb		Translation
	Imperfect	Perfect	
كِتَابَةٌ	يَكْتُبُ	كَتَبَ	'to write'
	يَقْدُمُ		
اسْرَاع			
			'to please'
		أُظْهِرُ	
سَفَر			
	يَشَارِكُ		
زَهَاب			
			'to appoint'
	يَكْرُمُ		
			'to read'
		شَاهِدُ	

Drill 9. (Also on tape) Transformation: Singular → plural.

'The Bedouin moves from place to place.' • الْبَدَوِيُّ يَرْحَلُ مِنْ مَكَانٍ إِلَى مَكَانٍ.

'The Bedouins move from place to place.' • الْبَدَوِيُّونَ يَرْحَلُونَ مِنْ مَكَانٍ إِلَى مَكَانٍ.

- ١ - هذا الكتاب الأمريكي مشهور جدًا • ٥ - هل لوح هذا الصنف قديم ؟
- ٢ - المرأة تقدّم الخدمات للمجتمع • ٦ - موظف الشركة استقبل مديره •
- ٣ - أرسلت رسالة طويلة الى عائلته • ٧ - ذهب لزيارة ذلك البلد •
- ٤ - ذلك الرجل الانكليزيّ موظف في الحكومة •

Drill 10. (Also on tape) Transformation: Positive → relative.

'The chair is new' -- 'the table' →

الكرسيّ جديد - الطاولة

"The chair is newer than the table."

الكرسيّ أجدّ من الطاولة .

- ١ - القراءة هامة - الكتابة
- ٢ - السدّ العالي كبير - سدّ اسوان
- ٣ - هذه الكلمة طويلة - تلك الكلمة
- ٤ - عدد الاطباء كثير - عدد الطبيبات
- ٥ - هذا الشارع قصير - ذلك الشارع
- ٦ - المكتبة بعيدة - المتحف
- ٧ - المكتب صغير - الصفّ
- ٨ - الكاتب مشهور - الاستاذ
- ٩ - جهودى عظيمة - جهودك
- ١٠ - مكتبي قريب - مكتبك

Drill 11. Written. Completion/Translation.

Complete the following sentences, and then translate them.

I said

- ١ - ذكر فريد أنّه _____ .
- ٢ - قُلْتُ انّي _____ .
- ٣ - سافرت الى الشرق الاوسط _____ .
- ٤ - رجعوا الى بلدهم بعد _____ .
- ٥ - كانت صديقتي مريم _____ .
- ٦ - بعض الطلاب _____ .
- ٧ - ذهبنا الى نيويورك فـ _____ .
- ٨ - هذا البناء أعلى _____ .
- ٩ - مراسلو الجريدة كلّهم _____ .
- ١٠ - موعد الامتحان في الساعة _____ .

Drill 12. (On tape) Written. Dictation.

أ - النصّ الاساسيّ

مراسل اجنبيّ في تونس

تقدّم مراسل امريكيّ بطلب ليعمل في جريدة " العمل " التونسية

summary

وقابل المدير • وهذا موجز المقابلة :

المدير : شكرا على تقدّمك بهذا الطلب • كيف عرفت أنّ جريدتنا بحاجة

الى مراسل اجنبيّ ؟

المراسل : عرفت ذلك من صديق •

المدير : أيّ اللغات تتكلّم ؟

المراسل : أتكلّم العربيّة والفرنسيّة الى جانب الانكليزية •

المدير : وأين تعمل الآن ؟

المراسل : أعمل في جريدة " التايمز " • أتناول في مقالاتي العالم العربيّ •

المدير : هل ستتمكّن من الإقامة في تونس ؟

المراسل : لن أتمكّن من ذلك حتى أحصل على عمل في جريدتكم •

المدير : حسنًا • الحكومة عادة تتعاون معنا في مثل هذه الامور • سوف

ننظر في طلبك •

المراسل : شكرا • سأكون في الانتظار •

A. Basic text

A Foreign Reporter in Tunis

An American reporter submitted an application to work on the Tunisian newspaper Al-Amal, and he had an interview with the director. This is a summary of the interview:

Director: Thank you for submitting this application. How did you learn that our newspaper was in need of a foreign reporter?

Reporter: I found out from a friend.

Director: What languages do you speak?

Reporter: I speak Arabic and French, in addition to English.

Director: Where do you work now?

Reporter: I work on the Times. In my articles I deal with the Arab world.

Director: Will you be able to stay in Tunis?

Reporter: I won't be able to until I get a job on your newspaper.

Director: Fine. The government usually cooperates with us in matters such as these. We will consider your application.

Reporter: Thank you. I will be waiting.

B. Vocabulary

ب - المفردات

تَقَدَّمَ ب

he submitted; he presented, offered, served

طَلَبَ ، طَلَبَ

to request, ask for; to apply for

شُكْرًا (على)

thanks (for)

تَقَدَّمَ ب

submission, presenting

كَيْفَ

how?

عَرَفَ ، مَعْرِفَةً

(perfect tense) to find out, learn, come to know; (imperfect tense) to know

حَاجَةً - ات

need

بِحَاجَةٍ إِلَى ، فِي حَاجَةٍ إِلَى

in need of

تَتَكَلَّمُ	you (m.s.) speak
أَتَكَلَّمُ	I speak
التَّائِمَز	<u>The Times</u>
أَتَنَاوَلُ	I deal with, treat
مَقَالٌ ، مَقَالَةٌ - أَت	article; essay
سُ	(foll. by indic.) will, going to
تُتِمَكِّنُ مِن	(foll. by verbal noun) you are able to, can
لَنْ	(foll. by subjunctive) will not
أَتَمَكِّنُ مِن	(subjunctive) I can
حَتَّى	(foll. by subjunctive) until; in order that; (foll. by perfect) until
حَسَنًا	fine! that will be fine!
تَتَعَاوَنُ (مع)	she cooperates (with)
مِثْلُ	the likes of, such...as...
أَمْرٌ - أُمُورٌ	matter, affair, concern
سَوْفَ	(foll. by indic.) will, going to...
نَظَرَ - نَظَرٌ فِي	to look into, consider, study
سَأَكُونُ	I will be
إِنْتِظَارٌ	waiting (n.), wait; expectation
سَأَكُونُ فِي الْإِنْتِظَارِ	I will be waiting, expecting

C. Grammar and drills

ج - القواعد والتمارين

1. Form V verbs and verbal nouns
2. Form VI verbs and verbal nouns
3. Future: سَوْفَ or سَ with imperfect
4. The subjunctive mood
5. Cardinal and ordinal numbers: 20 to 99

1. Form V verbs and verbal nouns

a. Form

Form V verbs are characterized by having stems with a prefix ت ta- and a double middle radical, for example:

<u>Perfect</u>	<u>Imperfect</u>	
تَكَلَّمَ	يَتَكَلَّمُ	'to speak'

The perfect stem has the pattern taFaMMaL- (prefix ت ta-, middle radical double, stem vowel and preceding vowel both always a), as in تَكَلَّمَ above: stem takallam-. The imperfect stem also has the pattern taFaMMaL- as in يَتَكَلَّمُ above: stem -takallam-. The vowel of Form V subject-marker prefixes is a, as it is in Form I and Forms VI through X.

The following chart shows the perfect, imperfect, and jussive forms of a typical Form V verb.

تَكَلَّمَ 'to speak'

	PERFECT	IMPERFECT	
		Indicative	Jussive
3 MS	تَكَلَّمَ 'he spoke'	يَتَكَلَّمُ 'he speaks'	يَتَكَلَّمْ
FS	تَكَلَّمَتْ 'she spoke'	تَتَكَلَّمُ 'she speaks'	تَتَكَلَّمْ
2 MS	تَكَلَّمْتُمْ 'you spoke'	تَتَكَلَّمُ 'you speak'	تَتَكَلَّمْ
FS	تَكَلَّمْتُمْ 'you spoke'	تَتَكَلَّمِينَ 'you speak'	تَتَكَلَّمِي
1 S	تَكَلَّمْتُ 'I spoke'	أَتَكَلَّمُ 'I speak'	أَتَكَلَّمْ
3 MP	تَكَلَّمُوا 'they spoke'	يَتَكَلَّمُونَ 'they speak'	يَتَكَلَّمُوا
FP	تَكَلَّمْنَ 'they spoke'	يَتَكَلَّمْنَ 'they speak'	يَتَكَلَّمْنَ
2 MP	تَكَلَّمْتُمْ 'you spoke'	تَتَكَلَّمُونَ 'you speak'	تَتَكَلَّمُوا
FP	تَكَلَّمْتُنَّ 'you spoke'	تَتَكَلَّمْنَ 'you speak'	تَتَكَلَّمْنَ
1 P	تَكَلَّمْنَا 'we spoke'	نَتَكَلَّمُ 'we speak'	نَتَكَلَّمْ

The verbal noun of Form V verbs has the pattern taFaMMuL; for example, the verbal noun of تَكَلَّمَ 'to speak' is تَكَلُّمٌ 'speaking, speech'. The following list shows the Form V verbs which have occurred so far (imperfect in parentheses) and their verbal nouns:

<u>Form V verb</u>	<u>Verbal noun</u>
(تَحَدَّثُ) تَحَدَّثَ 'to talk'	تَحَدُّثٌ 'talking, talk'
(يَتَعَلَّمُ) تَعَلَّمَ 'to learn'	تَعَلُّمٌ 'learning'
(يَتَقَدَّمُ) تَقَدَّمَ 'to advance'	تَقَدُّمٌ 'advancement, progress'
(يَتَقَدَّمُ) تَقَدَّمَ 'to submit (something)'	تَقَدُّمٌ 'submitting'
(يَتَكَلَّمُ) تَكَلَّمَ 'to speak'	تَكَلُّمٌ 'speaking'
(يَتِمَكَّنُ) تَمَكَّنَ 'to be able to'	تَمَكُّنٌ 'ability to'

Some Form V verbs have not only their regular verbal nouns but also employ a common noun as an alternate verbal noun. Thus, in addition to تَكَلُّمٌ 'talking' the noun كَلَامٌ 'talk, speech' is often used as the verbal noun of تَكَلَّمَ 'to talk, speak'. For example, in the sentence

تَكَلَّمَ كَثِيرًا، وَكَانَ كَلَامُهُ جَمِيلًا. 'He spoke a lot, and his speech was beautiful.'

it is less usual to use تَكَلَّمٌ in place of كَلَامٌ.

Such nouns which may replace verbal nouns will be listed in the vocabularies after a slash, e.g.

تَكَلَّمَ ، تَكَلَّمٌ / كَلَامٌ	'to talk, speak'
تَحَدَّثَ ، تَحَدَّثَ / حَدِيثٌ	'to talk, converse'
تَعَلَّمَ ، تَعَلَّمَ / عِلْمٌ	'to learn, be educated'
تَزَوَّجَ ، تَزَوَّجَ / زَوَاجٌ	'to marry'

b. Meaning

Form V verbs are typically related in meaning to Form II verbs rather than Form I. Their meaning is often reflexive--the action indicated by the Form II verb (for example عَلَّمَ 'to teach') is viewed as being undergone by the subject of the Form V verb, whether as a result of that subject's own action or that of another agency (تَعَلَّمَ 'to teach oneself', or 'to be taught'; that is, 'to learn'). In many cases a Form V verb is best translated as an English passive. Following are examples of these various meanings.

<u>Form II</u>		<u>Form V</u>	
قَدَّمَ	'to present (something)'	تَقَدَّمَ	'to present oneself; to come forward; progress'
قَرَّرَ	'to decide (something)'	تَقَرَّرَ	'to be decided'
مَكَّنَ مِنْ	'to enable (someone) to (do something)'	تَمَكَّنَ مِنْ	'to become able to (do something)'
كَلَّمَ	'to speak to, address (someone)'	تَكَلَّمَ	'to speak'

Some Form V verbs are based on nouns, and have imitative meaning: "to be, become, or pretend to be like that noun or those associated with it", for example:

<u>Base form</u>	<u>Form V</u>
مِصْرُ 'Egypt'	تَمَصَّرَ 'to become an Egyptian, adopt Egyptian ways'

Now do Drills 1 and 2.

Drill 1. Written. Recognition: Pattern of Forms II and V.

Fill in the blanks in the chart below. Write in the vowels.

Imperfect yataFaMMaLu	Form V Verb (taFaMMaLa)	Form II Verb (FaMMaLa)	Root (FML)
يَتَقَدَّمُ	تَقَدَّمَ	قَدَّمَ	قدم
			صرف
			وفر
			زوج
			غير
			أثر

Drill 2. (On tape) Conjugation: Form V .

2. Form VI verbs and verbal nouns

a. Form

Form VI verbs are characterized by having stems with a prefix ^ت ta- and a long vowel after the first radical, for example:

<u>Perfect</u>	<u>Imperfect</u>	
تَرَاوَلَّ	يَتَرَاوَلُّ	'to correspond' (exchange letters)

The perfect stem has the pattern taFaaMaL- (prefix ^ت ta-, long vowel aa after the first radical, stem vowel a), as in تَرَاوَلَّ above: stem taraasal-. The imperfect stem also has the pattern -taFaaMaL-, as in يَتَرَاوَلُّ above; stem -taraasal-. The vowel of Form VI subject-marker prefixes is a, as it is in all the ten Forms except II, III, and IV.

The following chart shows the perfect, imperfect, and jussive forms of a typical Form VI verb.

تَراسَّلَ 'to correspond'

	PERFECT	IMPERFECT	
		Indicative	Jussive
3 MS	تَراسَّلَ 'he corresponded'	يَتَراسَّلُ 'he corresponds'	يَتَراسَّلْ
FS	تَراسَّلَتْ 'she corresponded'	تَتَراسَّلُ 'she corresponds'	تَتَراسَّلْ
2 MS	تَراسَّلْتَ 'you corresponded'	تَتَراسَّلُ 'you correspond'	تَتَراسَّلْ
FS	تَراسَّلْتِ 'you corresponded'	تَتَراسَّلِينَ 'you correspond'	تَتَراسَّلِي
1 S	تَراسَّلْتُ 'I corresponded'	أَتَراسَّلُ 'I correspond'	أَتَراسَّلْ
3 MP	تَراسَّلُوا 'they corresponded'	يَتَراسَّلُونَ 'they correspond'	يَتَراسَّلُوا
FP	تَراسَّلْنَ 'they corresponded'	يَتَراسَّلْنَ 'they correspond'	يَتَراسَّلْنَ
2 MP	تَراسَّلْتُمْ 'you corresponded'	تَتَراسَّلُونَ 'you correspond'	تَتَراسَّلُوا
FP	تَراسَّلْتُنَّ 'you corresponded'	تَتَراسَّلْنَ 'you correspond'	تَتَراسَّلْنَ
1 P	تَراسَّلْنَا 'we corresponded'	نَتَراسَّلُ 'we correspond'	نَتَراسَّلْ

The verbal noun of Form VI verbs has the pattern taFaaMuL; for example, the verbal noun of تَراسَّلَ 'to correspond' is تَراسُّلٌ 'correspondence'. (Note that both Form V and Form VI verbal nouns have u as their stem vowel: تَقَدُّمٌ 'progress' and تَراسُّلٌ 'correspondence'.) In addition to تَراسَّلَ, used as a model above, two Form VI verbs have occurred so far. These three verbs are listed below (imperfect in parentheses) with their verbal nouns:

Form VI verb		Verbal noun	
(يَتَراسَّلُ)	تَراسَّلَ 'to correspond'	تَراسُّلٌ	'correspondence'
(يَتَعاوَنُ)	تَعاوَنَ 'to cooperate'	تَعاوُنٌ	'cooperation'
(يَتَناوَلُ)	تَناوَلَ 'to deal with'	تَناوُلٌ	'dealing with'

b. Meaning

Form VI verbs are typically related in meaning to Form III verbs. In some cases the relationship is similar to that of Form V with Form II: the Form VI

verb is the reflexive of the Form III. In particular, Form VI verbs typically (not always) express reciprocity: two or more subjects perform on each other the action denoted by the Form III verb, for example

<u>Form III</u>	<u>Form VI</u>
عَاوَنَ 'to help'	تَعَاوَنَ 'to help one another, to cooperate'
قَابَلَ 'to meet (someone)'	تَقَابَلَ 'to meet, meet together'
رَاسَلَ 'to write to (someone)'	تَرَاسَلَ 'to write to one another, to correspond'

In this meaning, of course, the subject is often dual or plural:

تَعَاوَنُوا فِي بِنَاءِ السَّدِّ .	'They cooperated in the building of the dam.'
------------------------------------	---

When the subject of a reciprocal Form VI verb is singular, a preposition is generally required. Contrast this with the corresponding Form III verb, which usually takes a direct object:

<u>Form III</u>	
قَابَلَ فَرِيدٌ مَرْيَمَ .	'Farid met Maryam.'
عَاوَنَهُمْ فِي عَمَلِهِمْ .	'He helped them in their work.'
<u>Form VI</u>	
تَقَابَلَ فَرِيدٌ وَمَرْيَمُ	'Farid and Maryam met.'
تَعَاوَنَ مَعَهُمْ فِي عَمَلِهِمْ .	'He cooperated with them in their work.'

Now do Drills 3, 4, and 5.

Drill 3. Written. Recognition: Pattern of Forms III and VI.

Provide the Form III and Form VI verb and verbal noun for each of the roots below:

Verbal Noun VI taFaaMuL	Form VI (taFaaMaLa)	Form III (FaaMaLa)	Root (FML)
تَعَاوُنٌ	تَعَاوَنَ	عَاوَنَ	عَوْن
			رسل
			بدل
			قبل
			شرك
			صدق

Drill 4. (On tape) Conjugation: Form VI.

Drill 5. Substitution.

Substitute the following phrases for the underlined phrase, using the verbal noun that corresponds to the verb in the phrase. Ex.

'You were able to stay in Egypt.' تمكنت من الإقامة في مصر.

'You went to the meeting.' ذهبت الى الاجتماع .

'You were able to go to the meeting.' تمكنت من الذهاب الى الاجتماع .

- ١ - نظرت في طلبه .
- ٢ - درست العربية .
- ٣ - شاركت في بناء المصنع .
- ٤ - عينت الوزير الجديد .
- ٥ - تعاونت معه .
- ٦ - نشرت كتابا جديدا .
- ٧ - تناولت موضوع الحرية السياسية في مقالتي .
- ٨ - حصلت على شهادة الدكتوراه .
- ٩ - بذلت جهودا عظيمة .
- ١٠ - تابعت دراستك .
- ١١ - اظهرت الترحيب له .

3. Future: سَوْفَ or سَ with imperfect

Future time in Arabic is expressed by the particle سَوْفَ 'will, shall, going to' (invariable in form) followed by an imperfect indicative verb form:

سَوْفَ نَنْظُرُ فِي طَلَبِكَ .	'We will look into your request.'
سَوْفَ يَتَقَدَّمُ مُعْظَمُ الطَّلَابِ بِطَلَبَاتٍ أُخْرَى لِلْعَمَلِ .	'Most of the students are going to submit other job applications.'

سَوْفَ, which is more formal, is usually shortened to سَ , which is prefixed to the indicative form of the verb:

سَنَنْظُرُ فِي طَلَبِكَ .	'We will look into your request.'
سَأَدْرُسُ الْعَرَبِيَّةَ فِي جَامِعَةِ جُورجتاون	'I'm going to study Arabic at Georgetown University.'

The imperfect indicative forms of كَانَ 'to be', used with سَوْفَ or سَ to mean "he will be", "she will be", etc. are as follows.

3 MS	يَكُونُ	3 MP	يَكُونُونَ
FS	تَكُونُ	FP	يَكُنَّ
2 MS	تَكُونُ	2 MP	تَكُونُونَ
FS	تَكُونِينَ	FP	تَكُنَّ
1 S	أَكُونُ	1 P	نَكُونُ

Examples:

سَأَكُونُ هُنَا غَدًا .	'I'll be here tomorrow.'
سَيَكُونُ الْمُدِيرُ فِي مَكْتَبِهِ غَدًا مِنْ السَّاعَةِ الثَّامِنَةِ حَتَّى السَّاعَةِ الرَّابِعَةِ .	'The director will be in his office tomorrow from eight to four.'

A سَوْفَ construction may be made negative by use of the negative particle لا 'not' immediately before the imperfect verb, particularly in journalistic Arabic:

سَوْفَ لَا أَتِمَكَّنُ مِنَ الْإِقَامَةِ هُنَا .	'I will not be able to stay here.'
--	------------------------------------

If the prefix سَ is used, no negative is possible. For the usual way to express

future negative, see C.4 below.

Now do Drill 6.

Drill 6. (Also on tape) Transformation: سَوْفَ and سَ .

Make the following sentences future using first سَ and then سَوْفَ . Ex.

'I can (am able to) stay here.' → أتمكنُ من الإقامة هنا. ←

'I will be able to stay here.' → سأتمكنُ من الإقامة هنا. ←

'I will be able to stay here.' سوف أتمكنُ من الإقامة هنا .

- ١ - يتناول هذا الموضوع في مقالته .
- ٢ - تتكلم العربية في محاضراتها .
- ٣ - يرحلون من مكان الى مكان في الصحراء .
- ٤ - المراسلات يقابلن الرئيس غدا .
- ٥ - أبحث عن عمل في هذه المدينة .
- ٦ - يسرعون الى الترحيب بالزائر الاجنبي .
- ٧ - تقدم لهم الطعام والشراب .
- ٨ - يساعد على تقدم الاقتصاد .
- ٩ - يقبل الزائر على الهدو فيكرمونه .
- ١٠ - افعل ذلك كل يوم .
- ١١ - نترك الكتب في الصف كل يوم .

4. The Subjunctive Mood

a. Form

The subjunctive differs from the indicative in two ways: (1) final u mood marker is changed to a, e.g. يَدْرُسُ and يَدْرُسَ ; and (2) نَ- after a long vowel is dropped e.g. يَدْرُسُونَ and يَدْرُسُوا . (Note that, as with any plural verb ending in و an ا is added here.) The feminine plural نَ- remains the same for indicative, jussive and subjunctive. The following chart

compares the three moods of دَرَسَ :

	Singular				
	أنا	انتَ	انتِ	هي	هو
Indicative	أَدْرُسُ	تَدْرُسِينَ	تَدْرُسُ	تَدْرُسُ	يَدْرُسُ
Subjunctive	أَدْرُسَ	تَدْرُسِي	تَدْرُسِ	تَدْرُسِ	يَدْرُسَ
Jussive	أَدْرُسْ	تَدْرُسِي	تَدْرُسِ	تَدْرُسِ	يَدْرُسْ
	Plural				
	نحن	انتم	انتم	هن	هم
Indicative	نَدْرُسُ	تَدْرُسُونَ	تَدْرُسُونَ	يَدْرُسْنَ	يَدْرُسُونَ
Subjunctive	نَدْرُسَ	تَدْرُسُونَ	تَدْرُسُوا	يَدْرُسْنَ	يَدْرُسُوا
Jussive	نَدْرُسْ	تَدْرُسُونَ	تَدْرُسُوا	يَدْرُسْنَ	يَدْرُسُوا

b. Uses.

The subjunctive is used only when required by a word or expression in the sentence. Three such words are لَنْ 'will not', حَتَّى 'until, up to the point that' and لِ 'in order that'. No word may separate them and their verb.

(1) لَنْ 'will not', 'will not at all' negates the future; it directly precedes the subjunctive without سَوْفَ or سَوْفَ and is stronger than سَوْفَ لَا :

لَنْ نُشَارِكَ فِي تَعْيِينَ وُزَرَاءَ جَدِيدٍ.	'We will not participate in the appointment of new ministers.'
لَنْ يَسَافِرُوا غَدًا.	'They will not leave tomorrow.'
أَلَنْ تَتَكَلَّمِي عَنْ تَارِيخِهِمْ ؟	'Won't you talk about their history?'
لَنْ يَكُونَ الْمُدِيرُ فِي مَكْتَبِهِ غَدًا.	'The director will not be in his office tomorrow.'

(2) حَتَّى 'in order that' is illustrated in the following:

حَضَرُوا إِلَى أَمْرِيكَ حَتَّى يَحْصُلُوا عَلَى الشَّهَادَةِ .	'They came to America in order to get their degree.'
---	--

حَتَّى 'until' may also occur with the perfect tense if the action has been completed:

دَرَسُوا حَتَّى حَصَلُوا عَلَى الدُّكْتُورَاهِ .	'They studied until they got the Ph.D.'
سَاعَدْتُهُ حَتَّى حَصَلَ عَلَى الشَّهَادَةِ .	'I helped him until he got his degree.'

(3) لِ 'in order that, so that' denotes purpose; it is generally best translated into English with "to" plus an infinitive:

قَدَّمُوا طَلَبًا لِيَعْمَلُوا فِي جَرِيدَةِ الْحَيَاةِ .	'They submitted a request to work (in order that they work) on the <u>Hayat</u> .'
---	--

There are several common particles that mean the same as لِ and function the same way: لِكَيْ , كَيْ , and حَتَّى , all meaning "in order that". The negatives of purpose are كَيْلَا or لِكَيْلَا , or لَيْلَا , 'in order that... not, so that...not', 'lest'. Further examples:

بَحَثَ عَنْ كِتَابٍ تَارِيخٍ لِيَقْرَأَ عَنْ أوروپَا الْقَدِيمَةِ .	'He looked for a history book to read about ancient Europe.'
سَنَتَكَلَّمُ مَعَ الْمُدِيرِ لِكَيْ نَعْمَلَ فِي الشَّرَكَةِ .	'We're going to talk with the director so that we can work in the company.'
شَارَكُوا فِي بِنَاءِ السَّدِّ حَتَّى يُسَاعِدُوا عَلَى تَقْدِمِ الْبَلَدِ .	'They participated in the building of the dam in order to help in the country's progress.'
بَدَلْنَا جُهُودًا كَثِيرًا لِيُفَارِقُوا .	'We did our best so they would not leave.'

If an equational sentence follows a word requiring the subjunctive, the appropriate form of the subjunctive of كَانَ is inserted; compare:

هُوَ مُعَلِّمٌ .	'He is a teacher.'
يَدْرُسُ لِيَكُونَ مُعَلِّمًا .	'He is studying to be a teacher.'

Another major use of the subjunctive will be dealt with in Lesson 22.
Now do Drills 7 (on tape), 8, and 9.

Drill 7. (On tape) Conjugation: Subjunctive.

Drill 8. Transformation/Translation.

Combine the two sentences into one using the word indicated in parentheses.

Translate each sentence. Ex.

'He travelled to Lebanon.'

'He looked for work there.'

'He travelled to Lebanon to look for work there.'

← { سافر الى لبنان .
بحث عن عمل هناك . (ل)
سافر الى لبنان ليجتبع عن
عمل هناك .

١ - ذهبت الى مصر . شاهدت الآثار القديمة هناك . (كي)

٢ - سكن هنا . حضرت عائلتهم . (حتى)

٣ - أسرعنا . رحبنا بالزائرين . (ل)

٤ - يقدمون الخدمات الكثيرة . تقدم المجتمع . (حتى)

٥ - يسافر احيانا الى نيويورك . حضر اجتماعات هامة . (لكي)

Drill 9. (Also on tape) Transformation: Verbal noun → ل + Subjunctive.

'He travelled to Lebanon to look for work.' ← سافر الى لبنان للبحث عن عمل .

سافر الى لبنان ليجتبع عن عمل .

١ - يبذلون جهودا كبيرة للحصول على شهادة الماجستير .

٢ - سافرت الى فرنسا للمشاركة في بناء المصنع الجديد .

٣ - يرحلون من مكان الى مكان للبحث عن الماء .

٤ - رجعت الى بلدها للدراسة هناك .

٥ - ذهبن الى السينما لمشاهدة الفيلم الجديد .

5. Cardinal and ordinal numbers: 20 to 99

a. Cardinals

The multiples of ten from 'twenty' to 'ninety' have the masculine sound

plural endings ونَ -uuna (nominative) and ينَ -iina (genitive and accusa-

tive). They are as follows:

٢٠	عِشْرُونَ	'twenty'
٣٠	ثَلَاثُونَ	'thirty'
٤٠	أَرْبَعُونَ	'forty'
٥٠	خَمْسُونَ	'fifty'
٦٠	سِتُونَ	'sixty'
٧٠	سَبْعُونَ	'seventy'
٨٠	ثَمَانُونَ	'eighty'
٩٠	تِسْعُونَ	'ninety'

Numbers between the multiples of ten are phrases consisting of (first) the units number and (second) the tens number preceded by وَ, for example, خَمْسَةٌ وَعِشْرُونَ 'twenty-five' (literally "five and twenty"). For "one" in such phrases, both وَاحِدٌ and أَحَدٌ are used. Examples:

٢١	وَاحِدٌ وَعِشْرُونَ	} 'twenty-one'
٢١	أَحَدٌ وَعِشْرُونَ	
٢٢	إِثْنَانِ وَعِشْرُونَ	'twenty-two'
٢٣	ثَلَاثَةٌ وَعِشْرُونَ	'twenty-three'
٣٤	أَرْبَعَةٌ وَثَلَاثُونَ	'thirty-four'
٦٧	سَبْعَةٌ وَسِتُونَ	'sixty-seven'

b. Ordinals

The ordinals corresponding to the multiples of ten are simply the cardinals themselves with the definite article. They agree in case with the noun they modify but are invariable as to gender.

الْيَوْمُ الْعِشْرُونَ	'the twentieth day'
بَعْدَ الْيَوْمِ الْعِشْرِينَ	'after the twentieth day'
السَّنَةُ الْأَرْبَعُونَ	'the fortieth year'
فِي السَّنَةِ الْأَرْبَعِينَ	'in the fortieth year'

Ordinals between the multiples of ten are phrases consisting of (first) one of the ordinals "first" to "hinth" with the definite article and (second) one of the ordinals "twenty" to "ninety" also with the definite article. The unit ordinal agrees with the noun in case and gender; the tens ordinal agrees in case. For "first" in these phrases, **أَلْحَادِيَّةٌ** (f. **أَلْحَادِيَّةٌ**) is used instead of **أَوَّلَى** (f. **أَوَّلَى**). Examples:

الدَّرْسُ الْحَادِي وَالْعِشْرُونَ	'the twenty-first lesson'
فِي الدَّرْسِ الْحَادِي وَالْعِشْرِينَ	'in the twenty-first lesson'
هَذِهِ هِيَ الْجُمْلَةُ الْحَادِيَّةُ وَالْعِشْرُونَ.	'This is the twenty-first sentence.'
قَرَأْتُ الْجُمْلَةَ الْحَادِيَّةَ وَالْعِشْرِينَ.	'I have read the twenty-first sentence.'
أَلْيَوْمُ الثَّانِي وَالثَّلَاثُونَ	'the thirty-second day'
فِي السَّنَةِ الْخَامِسَةِ وَالثَّمَانِينَ	'in the eighty-fifth year'

Now do Drills 10, 11, and 12.

Drill 10. Written: Cardinal numbers.

Ex.	'23' →	← ٢٣
	'twenty-three'	ثَلَاثَةٌ وَعِشْرُونَ
	٣٤	٧٠
	٦٥	٥٨
	٤٩	٩٢
	٢٧	٨٠

Drill 11. (Also on tape) Substitution: Ordinal numerals.

a. 'The twenty-seventh letter is long.'	الرسالة السابعة والعشرون طويلة .
٤ - خمسة وعشرون	١ - ثلاثة وثلاثون
٥ - ثمانية وسبعون	٢ - ستة وتسعون
٦ - واحد وخمسون	٣ - أربعون

b. 'There are important rules in the twenty-seventh lesson.'

في الدرس السابع والعشرين

قواعد هامة •

٤ - اثنان وثلاثون

١ - واحد وعشرون

٥ - اربعة وسبعون

٢ - ستة وستون

٦ - تسعون

٣ - خمسة وثمانون

Drill 12. Variable Substitution: Ordinals.

'I read the twenty-first lesson.'

قرأت الدرس الحادي والعشرين •

المقالة

الرسالة

اربعون

ستة وخمسون

الكتاب

النص

واحد وستون

اثنان وثمانون

D. Comprehension passage

د - نصوص للفهم

(1) Read the following passage; then do Drill 13.

industry قابل عدد من مديري المصانع الجزائرية وزير الصناعة في

الساعة العاشرة من صباح امس • تحدث الوزير معهم وقتاً طويلاً. قال :

" في الجزائر الآن عدد كبير من المصانع ، ولكن دولتنا بحاجة

European الى عدد اكبر • سوف تقدم بعض الدول الأوروبية لنا المساعدة في بناء هذه

المصانع ، وسوف تتعاون معنا بعض الجامعات الاجنبية في تدريب الموظفين . training

وقدمت الى رئيس الوزراء طلباً يتعلّق بهذا الامر ، وسوف ينظر في ^{a request which is related to} _{to}

prime minister

soon

الطلب قريباً " •

نشرت جريدة "المجاهد" الجزائرية صباح اليوم مقالة عن

مقابلة المديرين للوزير • قال كاتب المقالة :
"حكومتنا اليوم تعمل على تقدّم الاقتصاد الجزائري ، والصناعة
تساعد على التقدّم " •

Drill 13. Questions.

أسئلة

- ١ - الى من تحدّث الوزير صباح امس ؟
- ٢ - أيّ دول ستساعد الجزائر في بناء المصانع الجديدة ؟
- ٣ - من سيساعد على تعليم الموظفين الجزائريين ؟
- ٤ - أيّ جريدة نشرت مقالة عن المقابلة ؟
- ٥ - ماذا قالت المقالة عن الصناعة ؟

(2) Listen to the passage on tape and then do Drill 14.

Drill 14. (On tape) Passage for aural comprehension.

أسئلة

- ١ - هل ميخائيل نعيمة كاتب مشهور ؟
- ٢ - أين درس ميخائيل نعيمة ؟
- ٣ - الى أين رحل نعيمة بعد دراسته في أوروبا ؟
- ٤ - من أين ميخائيل نعيمة ؟
- ٥ - أين سكن ميخائيل نعيمة بعد رجوعه من أمريكا ؟

E. General drills

هـ - التمارين العامة

Drill 15. Negation.

'I found that out from my friend.' →

← عرفت ذلك من صديقي •

'I didn't find that out from my friend.'

لم اعرف ذلك من صديقي •

- ١ - سأتمكن من مساعدتك •

- ٢ - الحياة في الصحراء سهلة .
- ٣ - تعجبتني زيارة المتاحف .
- ٤ - يتعاون عادة مع المصريين في جهودهم .
- ٥ - احمد اطول طالب في الصف .
- ٦ - سافر الى الجزائر لحضور الاجتماع .
- ٧ - قواعد هذا الدرس هامة .
- ٨ - تختلف الحياة في بلدنا عن الحياة في بلدكم .
- ٩ - سافر صديقي الى الشرق الاوسط للتجارة فقط .
- ١٠ - قرأت شيئا عن تاريخ مصر .

Drill 16. Written: Cognate accusative.

Fill in the blank with the noun or verbal noun which corresponds to the verb of the sentence.

- ١ - تقدّم اقتصاد مصر ——— عظيما بعد بناء السد العالي .
- ٢ - رحّبنا بالزائر ——— جميلا .
- ٣ - تساعد النساء ——— كهيرة على تقدّم المجتمع الامريكي .
- ٤ - بحث الوزراء الوضع ——— طويلا .
- ٥ - تعاونت الدول ——— عظيما في بناء السد .

Drill 17. Written. Translation.

Farid met with Professor Hussein at 10:00 to discuss studying in America next year. The professor welcomed Farid and served (presented) him Arabic coffee. During the visit Farid said, "I will not return until I get the masters degree."

And Professor Hussein said, "After your return you will be able to render many services to Arab society and to work for its advancement."

Drill 18. Completion. Vocabulary.

Fill in the blanks choosing from the following list of words. Make any necessary changes.

جريدة ، وظائف ، جهود ، ليس ، ساعة ، منهج ، مستعد
امرأة ، ذلك ، جمل ، قابل ، بناء ، صف ، نهر ، واجب
عنوان ، عودة ، عدد ، طعام ، امام .

١ - بذل المصريون ——— كبيرة في بناء السد العالي .

٢ - النيل اطول ——— في العالم .

٣ - تقرر وزارة التربية والتعليم ——— التعليم في المدارس .

٤ - للنساء في بعض البلاد العربية حق الحصول على ——— حكومية عالية .

٥ - ما ——— محاضرة استاذنا اليوم ؟

٦ - سأستقبلُ صديقي في ——— العاشرة في المطار .
I will meet

٧ - ——— المدير المراسل في مكتبه .

٨ - هل انت ——— لامتحان في اللغة العربية يا وليم ؟

٩ - اكتب لك هذه الرسالة بعد ——— من الشرق الاوسط .

١٠ - هل تعرف هذا ——— الجديد ؟

١١ - بعد ——— شربنا قهوة عربية في المطعم .

١٢ - رجب الهدوي بالزاهر وقدم له ——— .

١٣ - قرأ فريد ——— النص الاساسي .

١٤ - شاهدنا فيلما بعنوان رجل و ——— .

١٥ - قرأت عن ذلك في ——— المساء البيروتية .

أ - النص الاساسي

الانتخابات

في الولايات المتحدة الامريكیّة

- ١ - شريف : كيف تنتخبون رئيس الجمهورية في امريكا ؟
- ٢ - جولي : يجتمع الحزبان الرئيسيان لينتخبا مرشحيهما ، ثم ينتخب الشعب أحد هذين المرشحين .
- ٣ - شريف : متى تجري الانتخابات في امريكا ؟
take place
- ٤ - جولي : كل اربعة اعوام .
- ٥ - شريف : أين يعقد الحزبان مؤتمريهما ؟
- ٦ - جولي : في مدينتين كبيرتين .
- ٧ - شريف : متى ينعقد هذان المؤتمران ؟
- ٨ - جولي : في الصيف .
- ٩ - شريف : هل تعتبرون انتخاب الرئيس أمراً هاماً ؟
- ١٠ - جولي : نعم ، لأنّ له تأثيراً كبيراً على الحياة في امريكا وفي كل دول العالم .

A. Basic text

Elections in the United States of America

Sharif: How do you elect the president in America?

Julie: The two main parties meet to elect their (two) candidates, then
the people elect one of these two candidates.

Sharif: When do the elections take place in America?

Julie: Every four years.

Sharif: Where do the two parties hold their conventions?

Julie: In two large cities.

Sharif: When are these two conventions held?

Julie: In the summer.

Sharif: Do you (pl.) consider the election of the president an important matter?

Julie: Yes, because it has a great effect on life in America and in all the countries of the world.

B. Vocabulary

ب - المفردات

إِنْتِخَابٌ - ات	election
وَلَايَةٌ - ات	province; state
الْوِلَايَاتُ الْمُتَّحِدَةُ (الأمريكية)	the United States (of America)
شَرِيفٌ	Sharif (m. name)
تَنْتَخِبُونَ	you (m.p.) elect
جُمْهُورِيَّةٌ - ات	republic
رَئِيسُ جُمْهُورِيَّةٍ - رُؤَسَاءُ جُمْهُورِيَّاتٍ	president
رَئِيسِيٌّ - ون	(nisba of رَئِيسٌ) main, chief, principal, leading
يَجْتَمِعُ ، إِجْتِمَاعٌ (ب ، مع)	he meets (with)
حِزْبَانِ	(nom.) two (political) parties
حِزْبٌ - أَحْزَابٌ	(political) party
رَئِيسِيَّانِ	(du., nom.) principal, main
يَنْتَخِبُهَا	(subjunctive) they (du.) elect
مُرَشَّحَيْنِ	(gen./acc.) two candidates
مُرَشَّحٌ - ون	candidate, nominee
شَعْبٌ - شُعُوبٌ	a people
أَحَدٌ (إِحْدَى)	one, someone; (in idāfa) one of
هَذَيْنِ	(du., gen./acc.) these, those

عام - أَعْوَامٌ	year
عَقَدَ - عَقْدٌ	to hold (a meeting)
مُؤْتَمَرَيْنِ	(gen./acc.) two conferences, conventions
يُعْقَدُ	it is held (a meeting)
هَذَانِ	(du., nom.) these, those
مُؤْتَمَرَانِ	(nom.) two conferences, conventions
صَيْفٌ - أَصْيَافٌ	summer
تَعْتَبِرُونَ	you (m.p.) consider (s.th.) as (s.th.)
أَثَرَ ، تَأْثِيرٌ عَلَى ، فِي	II to influence, affect

Additional vocabulary

إِخْتَلَفَ ، إِخْتِلَافٌ (مَعَ) ... (فِي)	VIII to disagree (with)...(about)
إِنْصَرَفَ ، إِنْصِرَافٌ	VII to go away, leave
إِنْتَظَرَ ، إِنْتِظَارٌ	VIII to wait (for), to await (s.o.)

C. Grammar and drills

ج - القواعد والتمارين

1. Form VII verbs and verbal nouns
2. Form VIII verbs and verbal nouns
3. The dual of nouns, adjectives, and pronouns
4. The dual of verbs
5. The noun أَحَدٌ 'someone'
6. Numerals with nouns

1. Form VII verbs and verbal nouns

a. Form

The characteristic feature of Form VII verbs is a prefixed n-. The perfect stem is -nFaMaL- and the imperfect stem is -nFaMiL-, the difference in tense being indicated by the stem vowel a for perfect and i for imperfect. The perfect

forms are written with waṣla, since they would otherwise begin with two consonants.

The two tenses are illustrated below.

Root	Perfect	Imperfect
ṢRF	اِنْصَرَفَ	يَنْصَرِفُ 'to go away'

The following chart shows the perfect and the imperfect indicative, subjunctive and jussive of a typical VII verb. (Duals are treated on pages 307-8.)

اِنْصَرَفَ 'to go away'

PERFECT		IMPERFECT		
Singular		Indicative	Subjunctive	Jussive
3 M	اِنْصَرَفَ	يَنْصَرِفُ	يَنْصَرِفَ	يَنْصَرِفْ
F	اِنْصَرَفَتْ	تَنْصَرِفُ	تَنْصَرِفَ	تَنْصَرِفْ
2 M	اِنْصَرَفْتُمْ	تَنْصَرِفُ	تَنْصَرِفَ	تَنْصَرِفْ
F	اِنْصَرَفْتُمْ	تَنْصَرِفِينَ	تَنْصَرِفِي	تَنْصَرِفِي
1	اِنْصَرَفْتُ	اَنْصَرِفُ	اَنْصَرِفَ	اَنْصَرِفْ
Dual				
3 M	اِنْصَرَفَا	يَنْصَرِفَانِ	يَنْصَرِفَا	يَنْصَرِفَا
F	اِنْصَرَفْتَا	تَنْصَرِفَانِ	تَنْصَرِفَا	تَنْصَرِفَا
2	اِنْصَرَفْتُمَا	تَنْصَرِفَانِ	تَنْصَرِفَا	تَنْصَرِفَا
Plural				
3 M	اِنْصَرَفُوا	يَنْصَرِفُونَ	يَنْصَرِفُوا	يَنْصَرِفُوا
F	اِنْصَرَفْنَ	يَنْصَرِفْنَ	يَنْصَرِفْنَ	يَنْصَرِفْنَ
2 M	اِنْصَرَفْتُمْ	تَنْصَرِفُونَ	تَنْصَرِفُوا	تَنْصَرِفُوا
F	اِنْصَرَفْتُمْ	تَنْصَرِفْنَ	تَنْصَرِفْنَ	تَنْصَرِفْنَ
1	اِنْصَرَفْنَا	نَنْصَرِفُ	نَنْصَرِفَ	نَنْصَرِفْ

Roots with first radical W or N are exceedingly rare in Form VII in MSA.

The verbal noun of Form VII verbs has the pattern -nFiMaaL-, written with a waṣla in Arabic script, e.g. اِنْصِرَافٌ 'going away'.

Compare the perfect stem and the verbal noun stem:

Perfect	-nṣaraf-
Verbal Noun	-nṣiraaf-

For the verbal noun the stem vowel is lengthened and the other vowel(s) becomes i. The following chart gives the verbal nouns of some representative VII verbs for purposes of illustration:

Form VII Verb	Verbal Noun
(يَنْعَقِدُ) 'to be held'	إِنْعِقَادٌ
(يَنْقَطِعُ) 'to be cut'	إِنْقِطَاعٌ
(يَنْكَسِرُ) 'to be broken'	إِنْكَسَارٌ

b. Meaning.

Form VII verbs combine the meanings of reflexive of Form I and passive of Form I. For example the Form I verb صَرَفَ may mean (a) "to send away" (someone) or (b) "to spend" (money). The Form VII إِنْصَرَفَ may be reflexive of (a), i.e. "to send oneself away" = "to go away, départ" if the subject is a person, or it may be the equivalent of a passive of (b), "to be spent", if speaking of money. The Form VII إِنْعَقَدَ 'to be held' may be considered as a passive of عَقَدَ (I) 'to hold' (a meeting) and إِنْقَطَعَ 'to be cut' (and so 'to come to an end, to end') as the passive of قَطَعَ (I) 'to cut'. Thus VII is the intransitive counterpart of a transitive I verb, e.g.

I	سَحَبَ 'to withdraw (s.th.)'
VII	إِنْسَحَبَ 'to withdraw, retreat' (intransitive)
I	فَتَحَ 'to open (s.th.)'
VII	إِنْفَتَحَ 'to open up, unfold (intransitive)
I	كَسَرَ 'to break (s.th.)'
VII	إِنْكَسَرَ 'to break, get broken'

Drill 1. (On tape) Conjugation: Form VII.

2. Form VIII verbs and verbal nouns

a. Form.

The characteristic feature of Form VIII is the reflexive affix -t- inserted after the first radical of the root.

	'to meet'	Pattern	Root
Perfect	اجْتَمَعَ	-FtaMaL-	JMS
Imperfect	يَجْتَمِعُ	-FtaMiL-	
Verbal Noun	اجْتِمَاعٌ	-FtiMaaL-	

As in Form VII, the difference between the two tenses is the stem vowel a for the perfect tense and the stem vowel i for the imperfect.

The following chart illustrates the conjugation of the tenses in Form VIII:

اجْتَمَعَ 'to assemble, get together'

	PERFECT	IMPERFECT		
		Indicative	Subjunctive	Jussive
Singular				
3 M	اجْتَمَعَ	يَجْتَمِعُ	يَجْتَمِعَ	يَجْتَمِعْ
F	اجْتَمَعَتْ	تَجْتَمِعُ	تَجْتَمِعَ	تَجْتَمِعْ
2 M	اجْتَمَعْتُمَا	تَجْتَمِعَانِ	تَجْتَمِعَا	تَجْتَمِعَا
F	اجْتَمَعْتُمَا	تَجْتَمِعَانِ	تَجْتَمِعَا	تَجْتَمِعَا
1	اجْتَمَعْتُ	أَجْتَمِعُ	أَجْتَمِعَ	أَجْتَمِعْ
Dual				
3 M	اجْتَمَعَا	يَجْتَمِعَانِ	يَجْتَمِعَا	يَجْتَمِعَا
F	اجْتَمَعَا	تَجْتَمِعَانِ	تَجْتَمِعَا	تَجْتَمِعَا
2	اجْتَمَعْتُمَا	تَجْتَمِعَانِ	تَجْتَمِعَا	تَجْتَمِعَا

	PERFECT	IMPERFECT		
		Indicative	Subjunctive	Jussive
Plural				
3 M	اجْتَمَعُوا	يَجْتَمِعُونَ	يَجْتَمِعُوا	يَجْتَمِعُوا
F	اجْتَمَعْنَ	يَجْتَمِعْنَ	يَجْتَمِعْنَ	يَجْتَمِعْنَ
2 M	اجْتَمَعْتُمْ	تَجْتَمِعُونَ	تَجْتَمِعُوا	تَجْتَمِعُوا
F	اجْتَمَعْتُنَّ	تَجْتَمِعْنَ	تَجْتَمِعْنَ	تَجْتَمِعْنَ
1	اجْتَمَعْنَا	نَجْتَمِعُ	نَجْتَمِعَ	نَجْتَمِعَ

In the following, unfamiliar verbs will be given to illustrate the discussion.

Assimilation of t:

If the first radical is a dental stop, fricative or sibilant, the inserted -t- is assimilated to it. Involved here are the following consonants:

ت ث د ذ ز ص ض ط ظ

(a) After the voiced consonants ز and د , the inserted ت becomes voiced and is written د . For example, compare the following:

ز	I زَادَ 'to add, make additions to'
VIII	إِزْدَادَ 'to increase, grow larger'

د	I دَعَا 'to call; to invite'
VIII	إِدْعَى 'to claim, allege, maintain'

(b) After ذ , ت becomes د but ذ itself also becomes د , and both د 's are written د :

ذ	I ذَكَرَ 'to mention'
VIII	إِذَكَرَ 'to remember'

(c) After first radical ت there is no question of assimilation, but both letters are combined with shadda:

ت	I	تَبَعَ	'to follow, succeed, come after'
	VIII	اَتَبَعَ	'to follow, succeed, come after'

(d) After the emphatic consonants ط ص ض , ت becomes emphatic: ط .

Examples:

ص	I	صَدَمَ	'to bump, knock'
	VIII	اِصْطَدَمَ	'to collide'

ض	I	ضَرَّ	'to harm, hurt'
	VIII	اِضْطَرَّ	'to force, compel'

ط	I	طَلَعَ	'to rise, come into view'
	VIII	اِطَّلَعَ	'to look; to be well informed about' عَلَى

(e) After the fricatives ظ ث there is complete assimilation and the resultant double consonant is written with shadda:

ث	I	ثَارَ	'to avenge'
	VIII	اِثَّارَ	'to get one's revenge, be avenged'

ظ	I	ظَلَمَ	'to oppress'
	VIII	اِظَّلَمَ	'to suffer injustice'

Assimilation of first radical W. A special feature of verbs whose first radical is W is that this W itself assimilates to the inserted t.

Compare:

I	وَصَلَ	'to arrive'	وَحَدَّ	'to be unique'
VIII	اتَّصَلَ	'to get in touch'	اتَّحَدَّ	'to unite, form a union'

The verbal noun of Form VIII has the pattern -FtiMaaL-. Following is a listing of the verbal nouns of all Form VIII verbs occurring so far, as well as two new Form VIII verbs whose verbal nouns have already occurred:

Form VIII Verb	Verbal Noun	Root
اِنْتَقَلَ (يَنْتَقِلُ) 'to move'	اِنْتِقَالٌ	NQL
اِسْتَمَعَ (يَسْتَمِعُ) 'to listen'	اِسْتِمَاعٌ	SMʕ
اِعْتَمَدَ (يَعْتَمِدُ) 'to rely on'	اِعْتِمَادٌ	ʕMD
اِخْتَلَفَ (يَخْتَلِفُ) 'to differ'	اِخْتِلَافٌ	XLF
اِنْتَخَبَ (يَنْتَخِبُ) 'to elect'	اِنْتِخَابٌ	NXB
اِعْتَبَرَ (يَعْتَبِرُ) 'to consider'	اِعْتِبَارٌ	ʕBR
اِجْتَمَعَ (يَجْتَمِعُ) 'to assemble'	اِجْتِمَاعٌ	JMʕ
اِنْتَظَرَ (يَنْتَظِرُ) 'to wait for'	اِنْتِظَارٌ	NʕR

Now do Drills 2 (on tape) and 3.

b. Meaning

The basic meaning of the inserted -t- is reflexive; thus Form VIII verbs are often reflexive of I, with the subject acting on itself.

Illustrations:

I	جَمَعَ	'to gather, collect' (s.th.)
VIII	اِجْتَمَعَ	'to gather together, assemble, meet'

I	عَمَدَ	'to support, prop up' (s.th.)
VIII	إِعْتَمَدَ عَلَى	'to lean against; to rely, depend on'
I	نَقَلَ	'to transport' (s.th.)
VIII	إِنْتَقَلَ	'to move, transfer' (intransitive)

Form VIII may also have middle meaning, that is, to do something for oneself, for example:

I	سَمِعَ	'to hear'
VIII	اسْتَمَعَ	'to listen' ("to hear for oneself")
I	أَخَذَ	'to take'
VIII	اتَّخَذَ	'to take for oneself' = 'to adopt' (with ? assimilated to t)

Some middle VIII verbs take on an abstract or figurative sense, as in

I	فَتَحَ	'to open'
VIII	إِفْتَتَحَ	'to inaugurate'
I	عَرَفَ	'to know'
VIII	إِعْتَرَفَ	'to acknowledge, recognize' (e.g. a country); 'to confess'
I	خَتَمَ	'to seal' (s.th.)
VIII	إِخْتَمَ	'to conclude' (an agreement)

Some VIII verbs have reciprocal meaning: to interact with each other.

Examples are:

I	لَقِيَ	'to find, meet'
VIII	التَّقَى	'to encounter one another'
I	أَمَرَ	'to order; to entrust, charge'
VIII	إِعْتَمَرَ	'to deliberate, conspire, plot with each other'

Finally, some VIII verbs with reflexive meaning may be translated as passive if the subject is inanimate:

I	قَصُرَ	'to become short, limited, inadequate'
VIII	اِقْتَصَرَ عَلَى	'to limit, restrict oneself to' (s.th.);
		'to be limited, restricted, confined to' (s.th.)

Now do Drills 4 and 5.

Drill 2. (On tape) Conjugation: Form VIII

Drill 3. Written. Recognition.

Write the Form VII and VIII verbs and verbal nouns for the following roots. Then look up the verbs to see what they mean. An X marks forms which do not exist.

VIII		VII		Root
VN	Verb	VN	Verb	
				عقد
		X	X	تبع
		X	X	حرم
				فعل
				كتب
		X	X	صر
				قسم
		X	X	ضرب
				ظلم

Drill 4. (Also on tape) Transformation: Perfect → imperfect.

'The party elected its candidate.' → انتخاب الحزب مرشده. ←
 'The party elects its candidate.' • ينتخب الحزب مرشده

- ١ - الطلاب انصرفوا من الصف في المساء .
- ٢ - انعقدت المؤتمرات في الصيف .
- ٣ - انتظرناه في المطعم الجديد .
- ٤ - اعتمد المصنع على مساعدة الحكومة .
- ٥ - هل استمعتم الى المحاضرات كلها ؟
- ٦ - اعتبرت انتخاب الرئيس امرا هاما .
- ٧ - انتقلت الى لبنان هذا الصيف .
- ٨ - الاستاذات اجتمعن احيانا مع رئيس الجامعة .

Drill 5. Written. Completion.

Supply the correct form of the verb in the sentences below.

- ١ - سيجتمعون غدا لكي _____ مرشحهم (انتخب) .
- ٢ - ذهبت الى البنك لـ _____ مع المدير (اجتمع) .
- ٣ - لم _____ والدي ذلك امرا هاما (اعتبر) .
- ٤ - لن _____ مؤتمر الحزب في مدينتنا (انعقد) .
- ٥ - المصانع _____ على مساعدة الحكومة الى ابعد حد (اعتمد) .
- ٦ - أُلِم _____ الى المحاضرة ، يا مريم (استمع) ؟
- ٧ - _____ الحزبان مرشحيهما في الصيف (انتخب) .
- ٨ - المراسلات _____ عادة العالم العربي في مقالاتهن (تناول) .

3. The dual of nouns, adjectives and pronouns

As you know, Arabic has three numbers: singular, dual and plural.

Singular denotes one referent, dual denotes two (exactly), and plural refers to three or more. Since singular and dual nouns are so explicit in specifying number, the noun alone may be translated into English with numerals, e.g.

'I have one boy and two girls.' لي وَلَدٌ وَبَنَتَانِ .

The inflections for the dual are ان -aani for the nominative and ين -ayni for the genitive or accusative, as illustrated below:

(masc.) DUAL NOUNS (fem.)		
Singular:	وَلَدٌ 'one son'	سَنَةٌ 'one year'
Dual:		
Nom.	وَلَدَانِ 'two sons'	سَنَتَانِ 'two years'
Gen./Acc.	وَلَدَيْنِ 'two sons'	سَنَتَيْنِ 'two years'

	DUAL ADJECTIVES		DUAL DEMONSTRATIVE	
	Masculine	Feminine	Masculine	Feminine
Nom.	قَدِيمَانِ	قَدِيمَتَانِ 'old'	هَذَانِ	هَاتَانِ 'these'
Gen./Acc.	قَدِيمَيْنِ	قَدِيمَتَيْنِ 'old'	هَذَيْنِ	هَاتَيْنِ 'these'

The ن -ni of the dual is dropped on the first member of an idāfa, or if the noun has a pronoun suffix, as in the following examples:

أَيْنَ وَلَدَايَ وَأَيْنَ وَلَدَا أَحْمَدَ ؟ 'Where are my (two) sons and where are Ahmad's (two) sons?'

The second and third person independent pronouns are made dual by the addition of ان -aa to the masculine plural forms:

أَنْتُمَا 'you' (dual, m. or f.)
هُمَا 'they' (dual, m. or f.)

There are no first person dual forms. The dual pronouns show no distinction in gender or case.

The corresponding pronoun suffixes are:

كِتَابُكُمْ : كُما - أَنْتُمَا 'your (d.) book'
كِتَابُهُمَا : هُما - هُمَا 'their (d.) book'

Illustrations of the dual forms:

هذان هما الكاتبان الجديدان.	'These are the two new writers.'
تعلمت لغتين أجنبيتين جديدتين في سنتين.	'I learned two more foreign languages in two years.'
أين مدرستكما يا فريد وفريدة؟	'Where is your school, Farid and Farida?'
الساعة العاشرة ودقيقتان.	'10:02'

Now do Drills 6 and 7.

Drill 6. Written. Recognition: Dual.

Examine the underlined items in the sentences below and give the corresponding pronoun: هو , هي , هما (m.), هما (f.), هم , هنّ

- ١ - سينتخب الحزبان المرشحين .
- ٢ - شاهدت الورقتين على الطاولة .
- ٣ - انعقد المؤتمر في هذه السنة .
- ٤ - سنكرم الزوار اثناء اقامتهم .
- ٥ - في مكتبي كرسيان كبيران .
- ٦ - تناول الوضع السياسي الحاضر
- ٧ - هذه فكرة جميلة جدا .
- ٨ - هل تحدثت الى الموظفين
- ٩ - تقدمت بطلب للعمل في هذه
- ١٠ - في بلدنا نهران عظيمان .
- ١١ - هل ستمكّن من حضور المحاضرة
- عن جمال دمشق ؟
- في مقالتي طويلتين .

Drill 7. Transformation: Singular → dual → plural

- 'The man is in the bus.' → الرجل في الأتوبيس .
- 'The two men are in the bus.' → الرجلان في الأتوبيس .
- 'The men (p.) are in the bus.' → الرجال في الأتوبيس .

- ١ - في صفّنا لوح جديد •
- ٢ - هذا الاستاذ مشهور جدّا •
- ٣ - درست درسا طويلا جدّا •
- ٤ - الجريدة بحاجة الى مراسل اجنبيّ •
- ٥ - سينظر مدير الشركة في الطلبات •
- ٦ - هل بلدك جميل ؟
- ٧ - اكلنا في المطعم مع هذه الصديقة العربيّة •

4. Dual of verbs.

The sign of the dual in verbs is | -aa. There are only three duals in verbs: third person masculine, third person feminine and second person common gender (masculine or feminine).

a. Perfect tense.

In the perfect tense the dual suffix | -aa is added to the singular of the third person forms, e.g.

Third person:	<u>Masculine</u>	<u>Feminine</u>
Singular	دَرَسَ 'he studied'	دَرَسَتْ 'she studied'
Dual	دَرَسَا 'they (d.) studied'	دَرَسَتَا 'they (d.) studied'

but it is added to the masculine plural of the second person, for both genders:

Plural	دَرَسْتُمْ	'you studied' (m.p.)
Dual	دَرَسْتُمَا	'you studied' (m. or f. dual)

Summary chart for the perfect dual:

	Verb	Pronoun	
3 M	دَرَسَا	هُمَا	'they (two) studied'
F	دَرَسَتَا	هُمَا	'they (two) studied'
2	دَرَسْتُمَا	أَنْتُمَا	'you (two) studied'

b. Imperfect Tense.

In this tense the three dual forms are added to the singular verb, the second masculine singular serving as the base for the second person dual. The suffix is -aa for the subjunctive and the jussive and -aani for the indicative; -ni is of course the marker of the indicative mood. The forms are given in the following chart:

Dual	Indicative	Subjunctive	Jussive	Pronoun
3 M	يَدْرُسَانِ	يَدْرُسَا	يَدْرُسَا	هُمَا
F	تَدْرُسَانِ	تَدْرُسَا	تَدْرُسَا	هُمَا
2	تَدْرُسَانِ	تَدْرُسَا	تَدْرُسَا	أَنْتُمَا

Note that the second person dual is identical with the third person feminine dual.

c. Use

In accordance with the general rule, the verb preceding an expressed subject is singular. Thus, the dual verb is used only when a dual subject (human or non-human) has already been mentioned or referred to.

اجْتَمَعَ الْحِزْبَانِ أَمْسٍ وَانْتَخَرَا مُرْشَحَيْهِمَا .	'The two parties met yesterday and selected their candidates.'
---	---

Now do Drills 8 (on tape) and 9.

Drill 8. (On tape) Conjugation: Dual of verb

Drill 9. (Also on tape) Transformation: Singular → dual.

Change the underlined items to the dual, making any other necessary changes. Ex.

'The party elected its candidate' → الحزب انتخب مرشحه . ←

'The two parties elected their two candidates.' الحزبان انتخبا مرشحينهما.

- ١ - الدولة شاركت في بناء هذا السد .
- ٢ - الوزير يعين الموظفين في وزارته .
- ٣ - الطالب استمع لمحاضرة استاذه .
- ٤ - المراسل الاجنبي سيتقدم بطلب للعمل .
- ٥ - هذه الجامعة تصدر كتبها هامة كثيرة كل سنة .
- ٦ - ينعقد المؤتمر في مدينة كبيرة أحد 'someone'

5. The noun أحد 'someone'

The noun أحد (fem. إحدى) means 'one; someone, somebody'; in negative sentences or in questions, it may often be translated as 'anyone' or 'anybody' (or, including the negative, 'no one' or 'nobody'). أحد and أحد both mean "one"; only أحد, however, may be used as a pronoun. As a pronoun, أحد normally occurs either as the first term of an idāfa or independently in negative and interrogative sentences.

رَجَعَ أَحَدُ الْمُرَاسِلِينَ بَعْدَ الْاجْتِمَاعِ .	'One of the reporters came back after the meeting.'
تَكَلَّمْتُ مَعَ أَحَدِ الطُّلَّابِ .	'I spoke with one of the students.'
يَعْمَلُ فِي إِحْدَى الْمَدَارِسِ الْأَجْنَبِيَّةِ .	'He works in one of the foreign schools.'
أَلَا تَعْرِفُ أَحَدًا فِي هَذِهِ الْمَدِينَةِ ؟	'Don't you know anyone in this city?'
لَيْسَ فِي الْمَدْرَسَةِ أَحَدٌ .	'There's nobody in the schoolhouse.'

Now do Drill 10.

Drill 10. (Also on tape) أَحَدٌ in idāfa.

Repeat the sentence given, inserting أحد before the underlined noun.

'The men came.' →

← حضر الرجال.

'One of the men came.'

حضر أحد الرجال.

- | | |
|---------------------------------|------------------------------|
| ٦ - سيعقدان مؤتمريهما فى | ١ - تحدث الى الموظفين . |
| هاتين المدينتين . | ٢ - ينتخبون المرشحين . |
| ٧ - ذهبت لزيارة اصدقائى . | ٣ - يعملون فى المصانع . |
| ٨ - تعجبني هاتان المدينتان . | ٤ - سيجتمع مع الوزراء . |
| ٩ - ذهبوا الى المسارح الجديدة . | ٥ - يدرس فى المدارس الخاصة . |

6. Numerals with nouns: Summary

This note describes the use of numerals together with the counted noun in such phrases as "four books" or "twenty-four hours". As the various numerals behave somewhat differently in these phrases, the groups will be described separately below.

a. One

A singular noun alone specifies singular number and may be translated with "one" in English:

كِتَابٌ	'a book; one book'
إِمْرَأَةٌ	'a woman; one woman'

The numeral also may be used, however, especially when some emphasis is intended. The numeral وَاحِدٌ (وَاحِدَةٌ f.) is an adjective; it follows the noun and agrees in gender and case:

كِتَابٌ وَاحِدٌ	'one book'
إِمْرَأَةٌ وَاحِدَةٌ	'one woman'

b. Two

A dual noun alone indicates "two" of that noun:

حِزْبَانِ	'two parties'
سَنَتَانِ	'two years'

For special emphasis, however, the numeral اِثْنَانِ (f اِثْنَانِ) may also be used. It follows the noun and agrees in gender and case:

لِي قَلَمَانِ اِثْنَانِ.	'I have <u>two</u> pens.'
دَرَسْتُ دَرْسَيْنِ اِثْنَيْنِ.	'I studied <u>two</u> lessons.'
فِي الْمَدِينَةِ جَامِعَتَانِ اِثْنَتَانِ.	'There are <u>two</u> universities in the city.'
عَمَلْنَا سَاعَتَيْنِ اِثْنَتَيْنِ.	'We worked for <u>two</u> hours.'

c. Three to ten

The Arabic equivalent of phrases like "three books" or "five men", where the numeral is one of those from "three" to "ten" inclusive, is an idāfa construction. The numeral serves as the first term of the idāfa and thus has no nunation, and takes whatever case its function in the sentence requires; the noun serves as the second term of the idāfa and is always genitive, plural and indefinite:

Nom.	ثَلَاثَةُ رِجَالٍ	'three men'
Gen.	ثَلَاثَةِ رِجَالٍ	
Acc.	ثَلَاثَ رِجَالٍ	

In constructions of this type, each numeral has two forms: one with a final ة -a(t) (the feminine form) and one without (the masculine form).

These are as follows:

<u>Masculine</u>	<u>Feminine</u>	
ثَلَاثَ	ثَلَاثَةٌ	'three'
أَرْبَعَ	أَرْبَعَةٌ	'four'
خَمْسَ	خَمْسَةٌ	'five'
سِتَّ	سِتَّةٌ	'six'
سَبْعَ	سَبْعَةٌ	'seven'
ثَمَانٍ	ثَمَانِيَةٌ	'eight'
تِسْعَ	تِسْعَةٌ	'nine'
عَشَرَ	عَشْرَةٌ	'ten'

The masculine form is used when the singular of the following noun is feminine, and vice versa:

خَمْسَ نِسَاءٍ	'five women'
خَمْسَةَ رِجَالٍ	'five men'
عَشْرَ سَيَّارَاتٍ	'ten cars'
عَشْرَةَ كُتُبٍ	'ten books'

This rule of reverse agreement also applies when the numeral is used alone to refer to a previously mentioned noun:

كَمْ طَالِبًا حَضَرَ الْيَوْمَ ؟	'How many students (m.) came today?'
• سَبْعَةٌ	'Seven.'
وَكَمْ طَالِبَةً ؟	'And how many students (f.)?'
• سِتٌّ	'Six.'

The masculine form ثَمَانٍ 'eight' belongs to a group of nouns called defective, which are discussed in a later lesson. When followed by a noun, ثَمَانٍ has the following forms:

Nom./Gen.	ثَمَانِي سَاعَاتٍ	'eight hours'
Acc.	ثَمَانِي سَاعَاتٍ	

d. Eleven to nineteen.

The table below shows the forms of these numerals used with masculine and feminine nouns.

With masculine noun		With feminine noun	
	أَحَدَ عَشَرَ	إِحْدَى عَشْرَةَ	'eleven'
(Nom.)	إِثْنَا عَشَرَ	إِثْنَتَا عَشْرَةَ	'twelve'
(Gen./Acc.)	إِثْنَيْنِ عَشَرَ	إِثْنَتَيْنِ عَشْرَةَ	
	ثَلَاثَةَ عَشَرَ	ثَلَاثَ عَشْرَةَ	'thirteen'
	أَرْبَعَةَ عَشَرَ	أَرْبَعَ عَشْرَةَ	'fourteen'
	خَمْسَةَ عَشَرَ	خَمْسَ عَشْرَةَ	'fifteen'
	سِتَّةَ عَشَرَ	سِتَّ عَشْرَةَ	'sixteen'
	سَبْعَةَ عَشَرَ	سَبْعَ عَشْرَةَ	'seventeen'
	ثَمَانِيَةَ عَشَرَ	ثَمَانِي عَشْرَةَ	'eighteen'
	تِسْعَةَ عَشَرَ	تِسْعَ عَشْرَةَ	'nineteen'

Note:

(1) Except for the first element in the forms for "twelve", all these forms are invariable as to case, always ending in -a (or, in one case, -aa).

(2) In "eleven" and "twelve" both elements agree in gender with the following noun.

(3) In "thirteen" through "nineteen", the second element (عَشْرَ or عَشْرَةَ) agrees in gender with the following noun, but the first element shows the reverse agreement typical of these numerals.

The counted noun follows the numeral; it is accusative in case, singular, and indefinite. (A counted noun is plural only after a numeral from "three" to "ten"; see (c) above.) Examples:

أَحَدَ عَشَرَ كِتَابًا	'eleven books'
إِحْدَى عَشْرَةَ وَزَارَةً	'eleven ministries'
عَلَى الطَّائِلَةِ إِثْنَا عَشَرَ قَلَمًا.	'There are twelve pencils on the table.' (masc., nom.)
أَنَا بِحَاجَةٍ إِلَى اثْنَيْ عَشَرَ قَلَمًا.	'I need twelve pencils.' (masc., gen.)
فِي الْمَكْتَبِ اثْنَا عَشْرَةَ مُوظَّفَةً جَدِيدَةً.	'There are twelve employees (f.) in the office.' (fem., nom.)
عَيَّنُوا اثْنَعِي عَشْرَةَ مُوظَّفَةً جَدِيدَةً.	'They appointed twelve new employees (f.).' (fem., acc.)
خَمْسَةَ عَشَرَ وَلَدًا	'fifteen boys'
خَمْسَ عَشْرَةَ بِنْتًا	'fifteen girls'

e. Twenty to ninety-nine.

The table below gives examples of these forms:

With masculine noun	With feminine noun	
عِشْرُونَ	عِشْرُونَ	'twenty'
وَاحِدٌ وَعِشْرُونَ } أَحَدٌ وَعِشْرُونَ }	إِحْدَى وَعِشْرُونَ	'twenty-one'
إِثْنَانِ وَعِشْرُونَ	إِثْنَتَانِ وَعِشْرُونَ	'twenty-two'
ثَلَاثَةٌ وَعِشْرُونَ	ثَلَاثٌ وَعِشْرُونَ	'twenty-three'
سَبْعَةٌ وَأَرْبَعُونَ	سَبْعٌ وَأَرْبَعُونَ	'forty-seven'
ثَمَانِيَةٌ وَسِتُّونَ	ثَمَانٍ وَسِتُّونَ	'sixty-eight'

Note (1) Except for the first element إِحْدَى in "twenty-one", both elements in each of these forms are inflected for case.

(2) In "twenty", "thirty" and so on, whether alone or in combination with a unit number, the same form is used with a masculine and a feminine noun.

(3) The first element (the unit number) in each combination agrees in gender with the following noun according to the rules applicable to that element: agreement for "one" and "two", reverse agreement for "three" to "nine".

(4) The first element in each combination is indefinite, and those which can take nunation do so (all except إِحْدَى and اِثْنَانِ).

The counted noun follows the numeral; it is accusative, singular, and indefinite. Examples:

عِشْرُونَ يَوْمًا	'twenty days'
بَعْدَ عِشْرِينَ يَوْمًا	'after twenty days'
إِحْدَى وَعِشْرُونَ سَاعَةً	'twenty-one hours'
بَعْدَ إِحْدَى وَعِشْرِينَ سَاعَةً	'after twenty-one hours'
خَمْسَةٌ وَأَرْبَعُونَ دَرْسًا	'forty-five lessons'
دَرَسْنَا خَمْسَةً وَأَرْبَعِينَ دَرْسًا.	'We have studied forty-five lessons.'
اِثْنَانِ وَسِتُّعُونَ كَلِمَةً	'seventy-two words'
تَعَلَّمْنَا أَكْثَرَ مِنْ اِثْنَتَيْنِ وَسِتِّعِينَ كَلِمَةً.	'We have learned more than seventy-two words.'

f. The hundreds.

The word meaning "hundred" is a feminine noun مِئَةٌ, with a dual form مِئَتَانِ "two hundred". (These forms are also commonly spelled مِائَةٌ and مِائَتَانِ, but this ʔalif does not affect the pronunciation.) The phrases "three hundred", "four hundred", and so on, are idāfa constructions in which the units numeral (masculine form, since مِئَةٌ is feminine) is the first term and the word مِئَةٌ (in the singular) is the second:

ثَلَاثُ مِئَةٍ 'three hundred'

Such combinations are also commonly written as one word, for example, ثَلَاثُمِئَةٍ or ثَلَاثْمِئَةٍ. Note, however, that the first element is inflected for case even when written together with مِئَةٌ :

Nom.	ثَلَاثُمِئَةٍ	ثَلَاثُ مِئَةٍ
Gen.	ثَلَاثِمِئَةٍ	ثَلَاثِ مِئَةٍ
Acc.	ثَلَاثِمِئَةٍ	ثَلَاثَ مِئَةٍ

Following is the complete list of the even hundreds:

مِئَةٌ 'one hundred'	سِتُّ مِئَةٍ 'six hundred'
مِئَتَانِ 'two hundred'	سَبْعُ مِئَةٍ 'seven hundred'
ثَلَاثُ مِئَةٍ 'three hundred'	ثَمَانِي مِئَةٍ 'eight hundred'
أَرْبَعُ مِئَةٍ 'four hundred'	تِسْعُ مِئَةٍ 'nine hundred'
خَمْسُ مِئَةٍ 'five hundred'	

The counted noun follows; it is genitive, singular, and indefinite.

This noun, with the preceding element, forms an idāfa. Examples:

مِئَةُ يَوْمٍ	'a hundred days'
مِئَةُ سَنَةٍ	'a hundred years'
مِئَتَا رَجُلٍ	'two hundred men'
مَعَ مِئَتَيْ رَجُلٍ	'with two hundred men'
رَجَعَ خَمْسُ مِئَةٍ زَائِرٍ إِلَى بَلَدِهِمْ.	'Five hundred visitors returned to their country.'
اِسْتَقْبَلَ الرَّئِيسُ خَمْسَ مِئَةٍ زَائِرٍ.	'The president received five hundred visitors.'

Numbers between the even hundreds are expressed by phrases in which the components are connected by وَ :

مِئَةٌ وَوَاحِدٌ	'101'
مِئَةٌ وَاثْنَانِ	'102'
مِئَةٌ وَثَلَاثَةٌ	'103'
مِئَتَانِ وَأَرْبَعَةٌ عَشَرَ	'214'
ثَلَاثُ مِئَةٍ وَعِشْرُونَ	'320'
أَرْبَعُ مِئَةٍ وَخَمْسَةٌ وَثَلَاثُونَ	'435'

The counted noun follows the phrase. It is indefinite. If the number involved is an even hundred plus "one" or "two", the construction is as follows:

مِئَةٌ كِتَابٍ وَكِتَابٌ	'101 books'
مِئَتَا بَنَاتٍ وَبِنْتَانِ	'202 girls'

In other cases, the case and number of the counted noun are determined by the last component of the numeral:

أَرْبَعُ مِئَةٍ كِتَابٍ	'400 books'
أَرْبَعُ مِئَةٍ وَخَمْسَةُ كُتُبٍ	'405 books'
أَرْبَعُ مِئَةٍ وَخَمْسَةُ عَشَرَ كِتَابًا	'415 books'
أَرْبَعُ مِئَةٍ وَخَمْسَةُ وَعِشْرُونَ كِتَابًا	'425 books'

There is a plural form مِائَاتٌ 'hundreds'. This is not used in counting, but only in expressing a large but indefinite number. It is commonly followed by مِنْ 'of' and a definite noun.

مِائَاتٌ مِنَ الرِّجَالِ	'hundreds of men'
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g. The thousands.

The word for "thousand" is a masculine noun أَلْفٌ , dual أَلْفَانِ , plural آلَافٌ . In counting, it follows the rules applicable to any masculine noun. For example:

أَلْفٌ	'1,000'
أَلْفَانِ	'2,000'
ثَلَاثَةُ آلَافٍ	'3,000'
خَمْسَةُ عَشَرَ أَلْفًا	'15,000'
ثَلَاثُونَ أَلْفًا	'30,000'
مِئَةُ أَلْفٍ	'100,000'

With any even multiple of a thousand, the counted noun is genitive, singular, and indefinite. It forms an idāfa with the preceding word أَلْفٌ or آلَافٌ :

ثَلَاثَةُ آلَافِ سَنَةٍ	'3,000 years'
ثَلَاثُونَ أَلْفَ سَنَةٍ	'30,000 years'
ثَلَاثُمِئَةِ أَلْفِ سَنَةٍ	'300,000 years'

Numbers between the even thousands are compounds, with components connected by وَ .

أَلْفٌ وَأَرْبَعُ مِئَةٍ وَسَبْعَةُ وَخَمْسُونَ	'1457'
ثَلَاثَةٌ وَتِسْعُونَ أَلْفًا وَثَمَانِي مِئَةٍ وَسِتَّةٌ وَسَبْعُونَ	'93,876'

As with the hundreds, there are special constructions for an even thousand plus "one" or "two":

أَلْفٌ لَيْلَةٌ وَلَيْلَةٌ	'1001 nights'
أَلْفٌ لَيْلَتَانِ	'1002 nights'

In the other cases, the case and number of the counted noun are determined by the last component of the numeral:

ثَلَاثَةُ آلَافٍ وَخَمْسَةُ كُتُبٍ	'3005 books'
ثَلَاثَةُ آلَافٍ وَخَمْسُ سَنَوَاتٍ	'3005 years'
سِتَّةُ آلَافٍ وَعِشْرُونَ سَنَةً	'6020 years'

There is also an indefinite plural أُلُوفٌ 'thousands', not used in specific counting:

أُلُوفٌ مِنَ الْكَلِمَاتِ	'thousands of words'
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h. Summary.

Following is a brief summary of the various numeral-noun constructions described above.

One: The singular noun alone, or followed by the numeral. The numeral agrees in gender and case.

كِتَابٌ	}	'one book'
كِتَابٌ وَاحِدٌ		
لُغَةٌ	}	'one language'
لُغَةٌ وَاحِدَةٌ		

Two: The dual noun alone or, for special emphasis, followed by the numeral. The numeral agrees in gender and case.

كِتَابَانِ	'two books'
كِتَابَانِ اثْنَانِ	' <u>two</u> books'
لُغَتَانِ	'two languages'
لُغَتَانِ اثْنَتَانِ	' <u>two</u> languages'

Three to ten: An idāfa construction, with the numeral as first term and the noun as second term. The numeral has its masculine form with a feminine noun and vice versa. The numeral has whatever case ending is required by its function in the sentence. The noun is indefinite, genitive, plural.

ثَلَاثَةُ كُتُبٍ	'three books'
ثَلَاثُ لُغَاتٍ	'three languages'

Eleven to nineteen: A compound numeral followed by the noun. For case and gender of the numerals see d above. The noun is indefinite, accusative, singular.

ثَلَاثَةَ عَشَرَ كِتَابًا	'thirteen books'
ثَلَاثَ عَشْرَةَ لُغَةً	'thirteen languages'

Twenty to ninety-nine: A numeral followed by the noun. For case and gender of the numerals see e above. The noun is indefinite, accusative, singular.

ثَلَاثُونَ يَوْمًا	'thirty days'
ثَلَاثُونَ سَنَةً	'thirty years'

Even multiples of a hundred or a thousand: A numeral followed by the noun. For details see f and g above. The noun is indefinite, genitive, singular.

سِتْمِئَةِ كِتَابٍ	'600 books'
أَرْبَعَةِ آلَافِ سَنَةٍ	'4000 years'

i. Definite nouns with numerals.

In all the constructions illustrated above the noun is indefinite. Sometimes, however, it is necessary to use a definite noun with a numeral, for example in such phrases as "the four books", "those ten universities", "his twenty students". In Arabic, in such phrases, the definite noun (with the article or a pronoun suffix) comes first, and has whatever case or number it would have without the numeral. The numeral agrees in case with the noun (except for the invariable elements in "eleven" to "nineteen") and in gender follows the rules of agreement given above. The numeral has the definite article.

الْكَتُبُ الْأَرْبَعَةُ	'the four books'
فِي هَذِهِ اللُّغَاتِ الْأَرْبَعِ	'in these four languages'
طُلَّامُهُ الْعِشْرُونَ	'his twenty students'

If the numeral is one from "eleven" to "nineteen", the article is attached only to the first element:

مَعَ طُلَّامِنَا الْخَمْسَةَ عَشَرَ	'with our fifteen students'
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In higher compound numerals with components connected by 'و' 'and', the article is attached to the first element and to every element following a وَ :

فِي السَّاعَاتِ الْأَرْبَعِ وَالْعِشْرِينَ الْقَادِمَةِ	'in the next twenty-four hours'
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Now do Drills 11 and 12.

Drill 11. Written. Recognition: Numerals.

a. Translate the underlined items in each of the sentences below.

- ١ - شاهدنا اربعة افلام .
- ٢ - حضر ستمئة زائر الى المدينة .
- ٣ - في مكتبه باب وشاكان .
- ٤ - في هذه المدينة مئات من الابنية .
- ٥ - عيّنوا سبعة عشر معلما جديدا .
- ٦ - سأقرأ كتاها واحدا فقط .
- ٧ - حصلت المرأة اللبنانية على اكثر حقوقها في الاعوام العشرين الاخيرة .
- ٨ - في المكتبة ثمانني مئة وخمسة واربعون كتابا .
- ٩ - يعمل الف وخمسمئة موظف في ذلك المصنع .
- ١٠ - خرّجت هذه المدرسة الثانوية الوفا من الطلاب .

b. Write the following in Arabic numerals (٠ ١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩) :

خمسة وثمانون

ثلاثة

اחד عشر

مئتان واثنان وخمسون

الف وتسعمئة وخمسة وسبعون

Drill 12. Oral translation: Numerals: 1-10

1. She has two boys and a girl.
2. He is learning two languages.
3. I saw three foreign films.
4. He mentioned four new names.
5. They elected five candidates.
6. We attended six political meetings.
7. You (m.s.) have lived in seven large cities.
8. I know eight doctors (f.)
9. He is meeting with nine ministers.
10. Ten airplanes are in the national airport.

D. Comprehension passage.

د - نصوص للفهم

Read the following passage; then do drill 13.

انتخاب رئيس الجمهورية في لبنان

takes place; تجري في لبنان كل اربعة اعوام انتخابات للبرلمان، كذلك يجري Parliament

كل ستة اعوام انتخاب لرئيس الجمهورية • ينتخب الشعب البرلمان وينتخب

البرلمان رئيس الجمهورية •

blocs في لبنان احزاب وكُتْل سياسية كثيرة ، ولكل حزب منها الحق في

تقديم مرشح ، ولكن هذه الاحزاب والكتل تقدم عادة مرشحين فقط، وينتخب

البرلمان احد المرشحين •

يعتبر الشعب انتخاب الرئيس امرا هاما ، يتحدث عنه اللبنانيون
ويعقدون المؤتمرات السياسية لبحثه ، وتنشر الجرائد مقــــــــــــــــالات
طويلة عنه .

وواجبات الرئيس اللبناني تختلف عن واجبات الرئيس الأمريكي ،
فله الحق في تعيين رئيس الوزراء ، وله الحق في حل البرلمان . to dissolve

Drill 13.

أسئلة

- ١ - من ينتخب رئيس الجمهورية في لبنان ؟
- ٢ - متى يجري انتخاب رئيس الجمهورية في لبنان ؟
- ٣ - هل ينتخب الشعب رئيس الوزراء ؟
- ٤ - متى يجري انتخاب البرلمان اللبناني ؟
- ٥ - كم حزبا في لبنان ؟

E. General Drills.

ه - التمارين العامة

Drill 14. Written. Matching: idāfas.

Fill in the numbered blanks below with an appropriate item from the corresponding column.

- ١ - رجعت الى بلدهنَّ 1 2
- ٢ - درست في 1 2
- ٣ - انعقد اجتماع في 1 2 3
- ٤ - " التجارة الحديثة " 1 2

٥ - نشرت الجامعة

3

2

1

٦ - من

3

2

1

3

2

1

الجامعة

المقالة

جامعة

الجدد

رئيس

احدى

الحزب

هذا

اسماء

النساء

عنوان

القاهرة

مكتب

الاساتذة

مرشح

Drill 15. Question-formation.

Make questions for each of the following sentences, based on the underlined portion of the sentence.

- ١ - درست عشرين طالبا .
- ٢ - انتظروه في مطعم قريب من هنا .
- ٣ - سيجتمع مع رئيس الجامعة .
- ٤ - قابل المدير في الساعة الحادية عشرة والربع .
- ٥ - يرحلون في الصحراء للبحث عن الماء .
- ٦ - عنوان مقالته " نحن والتاريخ " .
- ٧ - شرب معظم الطلاب القهوة العربية .
- ٨ - عقدوا اجتماعا لكي ينتخبوا مرشحا .
- ٩ - تعاونت بعض الدول الاجنبية في بناء السد .
- ١٠ - قال ان الاقتصاد سيتقدم تقدما عظيما .
- ١١ - للمرأة مكانة هامة في مجتمعنا .

Drill 16. Written.

Fill in the blanks in the chart below. Vowel the verb forms.

Verbal noun	Imperfect	Perfect
إِعْجَابٌ	تُعْجِبُ	أَعْجَبْتُ
_____	_____	قَرَأْتُ
_____	تَعْتَمِدُ عَلَى	_____
_____	_____	أَظْهَرْتُ
_____	يَخْتَلِفُ	_____
_____	يَعْمَلَنَّ عَلَى	_____
_____	_____	رَحَّوْا
_____	_____	انْصَرَفْتُمْ
_____	يَنْتَظِرُهَا	_____
_____	_____	شَارَكْنَا
_____	تُكْرِمَنَّ	_____
_____	يَعْقِدُونَ	_____
_____	_____	حَدَّثْتُ
_____	يَتَنَاوَلُ	_____
_____	_____	تَحَدَّثْتُ
_____	_____	اجْتَمَعْتُ

أ - النص الاساسي

رأي في وضع المرأة

الدكتورة نوال السعداوي كاتبة مصرية مشهورة . تحدثت في كتبها ومقالاتها عن وضع المرأة في المجتمع العربي .
في احد كتبها ذكرت ان المرأة العربية حققت بعض التقدم في الاعوام الاخيرة ، ولكن حقوقها لا تزال غير مساوية لحقوق الرجل . وقالت : يجب ان تتوفر للمرأة العربية كل حقوق الرجل : يجب مثلاً ان تتوفر لها حرية الرأي والتصرف ، وان يسمح لها المجتمع بالحصول على الوظائف العالية .

وكثير من المفكرين العرب اليوم لا يختلفون في الرأي مع الدكتورة نوال السعداوي ، فهم يطالبون بأن يمنح المجتمع المرأة كل حقوقها . لكن البعض منهم لا يزالون يعتقدون أن الجمع بين البيت والعمل أمر صعب جداً وأن وظيفة المرأة في بيتها من أهم الوظائف الاجتماعية .

A. Basic text

An Opinion on the Status of Women

Dr. Nawāl Al-Sa'dāwī is a famous Egyptian writer. In her books and articles she speaks about the status of women in Arab society.

In one of her books she points out that the Arab woman has realized some progress in recent years, but her rights are still unequal to those of men. She says, "All the rights of men must be provided to Arab women in full measure. They must be given, for example, complete freedom of

opinion and behavior, and society must permit them to obtain high offices."

Many Arab thinkers today do not differ in opinion with Dr. Nawāl Al-Sa'dāwī, for they demand that society grant women all their rights. Some of them, however, still believe that combining home and work is a very difficult matter, and that woman's function in her home is one of the most important functions of society.

B. Vocabulary

ب - المفردات

رَأْيٌ - آراءٌ (فِي)	opinion, view (on)
نَوَالُ السَّعْدَاوِيِّ	Nawāl Al-Sa'dāwī (f. name)
حَقَّقَ ، تَحَقَّقَ	II to realize, accomplish
تَقَدَّمَ ، تَقَدَّمُ	V to advance, progress
لَا تَزَالُ	she is still
غَيْرَ	other than; (before adj.) not, non-, un-
مُسَاوِيَةٌ (لِ)	(f.s.) equal (to)
يَجِبُ (عَلَى) أَنْ	it is necessary (for s.o.) that
أَنَّ	that (conjunction)
تَوْفَّرَ ، تَوْفَّرُ (لِ)	V to be given abundantly (to), provided in full measure (to)
مَثَلًا	for example
تَصَرَّفَ ، تَصَرَّفُ	V to behave, conduct oneself
مُفَكِّرٌ - وَن	thinker
طَالِبٌ ، مُطَالِبَةٌ -	III to demand
مَنَحَ - ، مَنَحَ	to grant (s.o.) (s.th.)
إِعْتَقَدَ ، إِعْتَقَادٌ (بِ)	VIII to believe (in)

بَيْنَ	between
جَمَعَ - ، جَمَعَ بَيْنَ ...وَالْ...	to combine...and...
بَيْتٌ - بُيُوتٌ	house; home
صَعَبٌ - صِعَابٌ	difficult
اجْتِمَاعِيٌّ	sociological, societal, social

Additional Vocabulary

أَصَحَّ	IV to become; to come to (be, do)
مَا زَالَ -	he is still
ظَلَّ -	he remained; he continued to (be, do)
غَيْرُهُمْ ، غَيْرُ (هُمْ) مِنْ الْ(كُتَّابِ)	others (pronoun, m. pl.); other (writers)
C. <u>Grammar and drills</u>	
ج - القواعد والتمارين	

1. Nominalizers: أَنْ ، إِنَّ ، أَنَّ 'that'
2. The sisters of أَصَحَّ ، مَا زَالَ ، ظَلَّ: كَانَ
3. The noun غَيْرُ 'other than'
4. Verbs with two accusatives: Verbs of giving
5. Use of the tenses in English and Arabic

1. Nominalizers: أَنْ ، إِنَّ ، أَنَّ 'that'

The particles أَنْ and إِنَّ were discussed in 19.C.2. To recapitulate briefly:

(1) Both mean "that", but إِنَّ is used only after the verb قَالَ 'to say', and أَنْ elsewhere:

- | | |
|-------------------------------|--|
| قالوا إِنَّ الدَّرْسَ سَهْلٌ. | 'They said that the lesson was easy.' |
| ذكروا أَنَّ الدَّرْسَ سَهْلٌ. | 'They mentioned that the lesson was easy.' |

(2) As members of the group called " إِنَّ and its sisters", they may not be followed by a verb. They are most commonly followed by a noun (in the accusative) or by a pronoun suffix; this following noun or pronoun serves as the subject of the clause:

قَالَتْ إِنَّ حُقُوقَهَا غَيْرُ مُسَاوِيَةٍ لِحُقُوقِ الرَّجُلِ .	'She said that her rights were unequal to those of men.'
ذَكَرَ أَنَّهُ سَافَرَ إِلَى تُونِسَ .	'He mentioned that he had travelled to Tunisia.'

The particle أَنَّ may also be translated "that", but it is not a sister of إِنَّ , and it differs from إِنَّ and أَنَّ in that it must be followed by a verb. The verb following أَنَّ is in the subjunctive. For example:

يَجِبُ أَنْ يَذْهَبَ .	'It is necessary <u>that he go</u> .'
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The basic difference in meaning between إِنَّ / أَنَّ on the one hand and أَنَّ on the other is the difference between fact and possibility. A clause introduced by أَنَّ or إِنَّ describes a fact, or something which has actually occurred or is occurring, or something which it is assumed will occur, and may often be translated "the fact that...". Examples:

نَعْرِفُ أَنَّ دِمَشْقَ مَدِينَةٍ فِي سُورِيَا .	'We know that Damascus is a city in Syria.'
قَالَ إِنَّهُ سَيَسْتَمِعُ إِلَى مُحَاضَرَةٍ عَنِ السَّلَامِ الْعَالَمِيِّ .	'He said he would listen to a lecture on world peace.'

A clause introduced by أَنَّ , however, generally refers to a possible event, one which is perhaps desired, or feared, but one which may or may

not be realized. Such clauses commonly are found in expressions such as "It is necessary (proper, desirable, etc.) that...", or "I want..." or "He ordered that...". The Arabic verbs we have had so far which are commonly followed by an **أَنَّ** clause are illustrated below.

يَجِبُ أَنْ نَنْظُرَ فِي هَذَا الطَّلَبِ .	'It is necessary (for us) to look into this request.'
هَلْ سَمَحُوا بِأَنْ يُسَافِرَ ؟	'Did they allow him to leave?'
لِمَاذَا طَلَبْتُمْ مِنَّا أَنْ نَسْتَقْبِلَهُ ؟	'Why did you ask us to meet him?'
طَالَبُوهُ بِأَنْ يَتَعَلَّمَ الْعَرَبِيَّةَ .	'They required him to learn Arabic.'
لَمْ أَتِمَّكُنْ مِنْ أَنْ أَكْمِلْ هَذَا التَّمَرِينَ .	'I was not able to finish this drill.'

Now do Drills 1, 2, and 3.

The particles **أَنَّ**, **أَنَّ**, and **إِنَّ** at the beginning of a clause have the effect of nominalizing the clause--that is, of turning the clause into a single unit which functions in a sentence like a noun. These particles are therefore called nominalizers. Just as a noun may function as subject or object of a verb, or object of a preposition, etc., so may a clause beginning with **أَنَّ**, **أَنَّ**, or **إِنَّ** function in the same ways. The examples given below illustrate these functions. The examples are given in pairs for comparison; the first of each pair shows a noun (or noun phrase) in a given function; the second shows a clause in the same function:

(1) Object of verb

ذَكَرَتْ تَقَدُّمَ الْمَرْأَةِ .	'She mentioned the progress of women.'
ذَكَرَتْ أَنَّ الْمَرْأَةَ الْعَرَبِيَّةَ حَقَّقَتْ بَعْضَ التَّقَدُّمِ .	'She mentioned that Arab women have realized some progress.'
قَالُوا هَذِهِ الْأَشْيَاءُ .	'They said these things.'
قَالُوا إِنَّ الْإِنْتِخَابَاتِ هَامَةٌ جَدًّا .	'They said that the elections are very important.'

(2) Object of preposition

يُطَالِبُونَ بِحُقُوقِهِمْ .	'They demand their rights.'
يُطَالِبُونَ بِأَنْ يَمْنَحَ الْمُجْتَمَعُ الْمَرْأَةَ كُلَّ حُقُوقِهَا .	'They demand that society grant women all their rights.'
أَخْبَرَنِي بِحُضُورِهِمْ .	'He informed me of their coming.'
أَخْبَرَنِي بِأَنََّّهُمْ حَضَرُوا .	'He informed me (of the fact) that they had come.'
أَخْبَرَنِي أَنََّّهُمْ حَضَرُوا .	

In some cases, when the preposition is part of a verb-preposition idiom, it may be omitted before **أَنَّ** or **أَنْ**, as in the last example above.

The prepositions **قَبْلَ** 'before' and **بَعْدَ** 'after' often have **أَنَّ** - clauses as objects. After **قَبْلَ أَنْ** the verb must be subjunctive even if the action referred to has been completed. After **بَعْدَ أَنْ**, however, the subjunctive is used for future action and the perfect tense is used for completed actions.

Examples:

رَجَعَ إِلَى لِيْبْيَا قَبْلَ الْحُصُولِ عَلَى شَهَادَةٍ .	'He returned to Libya before obtaining a degree.'
رَجَعَ إِلَى لِيْبْيَا قَبْلَ أَنْ يَحْصُلَ عَلَى شَهَادَةٍ .	'He returned to Libya before he obtained a degree.'

رَجَعَ إِلَى لِيْبِيَا بَعْدَ الْحُصُولِ • عَلَى شَهَادَةٍ .	'He returned to Libya, after obtaining a degree.'
سَيَرْجِعُ إِلَى لِيْبِيَا بَعْدَ أَنْ يَحْصُلَ عَلَى شَهَادَةٍ .	'He will return to Libya after he obtains a degree.'
رَجَعَ إِلَى لِيْبِيَا بَعْدَ أَنْ حَصَلَ • عَلَى شَهَادَةٍ .	'He returned to Libya after he obtained a degree.'

(3) Subject of verb

أَعْجَبَهُ الْعَمَلُ .	'The work pleased him.'
أَعْجَبَهُ أَنْ ابْنَهُ حَصَلَ عَلَى شَهَادَةٍ .	'That his son got a degree pleased him,' or 'It pleased him that his son got a degree.'

One verb which very often has a clause as its subject is **يَجِبُ** 'is necessary'. This is an impersonal verb, i.e., invariably 3 m.s. The subject clause begins with **أَنْ** :

يَجِبُ أَنْ تَذْهَبَ .	'That you go is necessary.' or 'It is necessary that you go.'
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Such sentences may often be translated by English "must": 'You must go.'

To specify the person on whom the obligation falls, the preposition **عَلَى** is used, corresponding in this context to "for":

يَجِبُ عَلَيْكَ أَنْ تَذْهَبَ .	'It is necessary for you to go' = 'You must go.'
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There are two ways to make **يَجِبُ** constructions negative, with no difference in meaning. Compare:

لا يَجِبُ أَنْ تَذْهَبَ . 'It is not necessary that you go' =
'You mustn't go.'

يَجِبُ أَلَّا تَذْهَبَ . 'It is necessary that you not go' =
'You mustn't go.'

(In the last example, أَلَّا is a contraction of أَنْ لَا 'that not'.)

To express past time يَجِبُ may be used after كَانَ , but normally
على or مِنَ الْوَاجِبِ is used:

كَانَ يَجِبُ (عَلَيْكَ) أَنْ تَذْهَبَ .
كَانَ عَلَيْكَ أَنْ تَذْهَبَ .
كَانَ مِنَ الْوَاجِبِ أَنْ تَذْهَبَ .

'It was necessary that you go.' = 'You
had to go.' or 'You should have gone.'

Note the different meanings that obtain depending on which verb is negated:

لَمْ يَكُنْ مِنَ الْوَاجِبِ أَنْ تَذْهَبَ . 'It was not necessary that you go.' =
'You didn't have to go.'

كَانَ مِنَ الْوَاجِبِ أَلَّا تَذْهَبَ . 'It was necessary that you not go.' =
'You should not have gone.'

A clause introduced by أَنْ or أَنَّ is often equivalent to a verbal
noun, and can replace it or be replaced by it:

يَجِبُ أَنْ يَنْتَخِبُوا رَئِيسًا جَدِيدًا . 'They must elect a new president.'

يَجِبُ انْتِخَابُ رَئِيسٍ جَدِيدٍ . 'The election of a new president is
necessary.' = 'A new president must
be elected.'

أَعْجَبَهُ أَنَّ ابْنَهُ حَصَلَ عَلَى شَهَادَةٍ . 'It pleased him that his son got a
degree.'

أَعْجَبَهُ حُصُولُ ابْنِهِ عَلَى شَهَادَةٍ . 'His son's getting a degree pleased
him.'

Now do Drill 4.

Drill 1. Written. Completion: Nominalizers

Fill in the blank with the appropriate nominalizer. (إِنَّ ، أَنَّ ، أَنْ)

- ١ - قال — الشعب الأمريكي ينتخب الرئيس كل أربعة أعوام .
- ٢ - يسمح المجتمع (— +) تحصل النساء على وظائف عالية .
- ٣ - ذكرت لي (— + هي) تنظر في طلبي .
- ٤ - يتمكن الحزب (من —) يعقد المؤتمر في نيويورك هذا الصيف .
- ٥ - قرأنا — الزائر يقبل على الهدو فيظهرون له الترحيب .
- ٦ - قال رئيس الجامعة (— + هو) يعتبر التعاون أمراً هاماً جداً .
- ٧ - يطالب الطلاب (— +) يشاركوا في تعيين الاساتذة .
- ٨ - يجب — يذهبوا الى المدينة للتجارة .

Drill 2. (On tape) Substitution: يَجِبُ أَنْ

Drill 3. Transformation: يجب أن Negative.

- | | |
|----------------------------|--------------------------|
| 'You must go.' → | أ - يجب أن تذهب . ← |
| 'You do not have to go.' → | ١ ط - لا يجب أن تذهب . ← |
| 'You must not go.' | ٢ ط - يجب ألا تذهب . |
-
- | | |
|--------------------------------|----------------------------|
| ٥ - يجب أن تهذل جهودا كبيرة . | ١ - يجب أن يعقد الاجتماع . |
| ٦ - يجب أن يشمل الامتحان | ٢ - يجب أن ننظر في الطلب . |
| الدروس الاخيرة . | ٣ - يجب أن يرحلوا من مكان |
| ٧ - يجب أن تسمح الحكومة بذلك . | الى مكان . |
| ٨ - يجب أن تتركوا البيت . | ٤ - يجب أن تعتمد عليه . |

Drill 4. Transformation: أن clause → verbal noun

'They demand that the meeting be held tomorrow.' → يطالبون بأن ينعقد الاجتماع غدا.

'They demand the holding of the meeting tomorrow.' • يطالبون بالانعقاد الاجتماع غدا.

١ - يجب أن ينتخبوا رئيس الجمهورية •

٢ - ذكرت أن الهدوء رحبوا بكم •

٣ - سمعت بأنه تعاون مع الشركة بعد عودته •

٤ - يجب أن تقدم قهوة للزائر •

٥ - أخبرني بانك تتناول الوضع الاجتماعي الحاضر في مقالاتك •

٦ - قررت أن تدرس في مدرسة ثانوية •

2. ظَلَّ - أَصَحَّ - مَا زَالَ : كان

The "sisters of كان" are a small group of linking verbs that, like كان, take their subjects in the nominative case and their predicates, if inflected, in the accusative. These include verbs of becoming, like أَصَحَّ 'to become'; of remaining, like هَلْ بَقِيَ 'to remain' and مَا زَالَ 'to continue, to...still, keep on'; or negation, like لَيْسَ 'is not'. In more formal prose لَيْسَ is also used to negate a verb in the imperfect indicative, equivalent in meaning to the imperfect negated with لَا. (This is a representative and not an exhaustive listing of these verbs.) Illustrations:

أَصَحَّ دُكْتُورًا بَعْدَ عِشْرِينَ سَنَةً مِنَ الدِّرَاسَةِ.	'He became a doctor after twenty years of study.'
هَلْ بَقِيَ فَرِيدٌ صَدِيقًا لَكَ حَتَّى الآن يَا مُنِيرُ؟	'Has Farid remained your friend up until now, Munir?'
لَا تَزَالُ الطَّاوِلَةُ أَمَامَ الْهَابِ.	'The table is still in front of the door.'

ظَلَّتْ فِي بَيْتِ وَالِدِهَا حَتَّى تَزَوَّجَتْ.	'She remained in her father's house until she got married.'
لَسْنَا بِحَاجَةٍ إِلَى مُحَاضَرَةٍ يَا فِرَانَك .	'We aren't in need of a lecture, Frank.'

A characteristic of كَانَ and its sisters is that they may be followed by a verb in the imperfect indicative instead of an accusative predicate, in which case the latter verb is usually translated as an infinitive or active participle. The subject comes between the two verbs. In this construction أَصَحَّ means "to develop to the point of, to come to (do or be)", and مَا زَالَ means "still" or "still be...". Illustrations:

أَصَحَّ السِّيَاسِيُّونَ يَحْتَبِرُونَهُ صَدِيقًا لَهُمْ .	'The politicians came to consider him their friend.'
هَلْ بَقِيَتْ تَتَكَلَّمُ عَنْ عَائِلَتِهَا ؟	'Has she continued talking about her family?'
لَا يَزَالُ الْمُدْرِسُ يَشْرَبُ الْقَهْوَةَ فِي الصَّفِّ .	'The teacher still drinks coffee in class.'
ظَلَّ صَدِيقِي يَنْتَقِلُ مِنْ بَلَدٍ عَرَبِيٍّ إِلَى آخَرَ .	'My friend kept on moving from one Arab country to another.'
لَا يَزَالُ فَرِيدٌ يَعْمَلُ فِي الْمَصْنَعِ .	'Farid is still working in the factory.'
لَسْتُ أَعْتَمِدُ عَلَى أَحَدٍ .	'I don't depend on anybody.'

The expression مَا زَالَ (imperfect) requires further comment. (يَزَالُ) means 'to cease to be'; it normally appears in the negative in the meaning 'to continue, to continue to be, still..., ' etc. Its conjugation for the third person, perfect and imperfect, is given below for the two tenses.

	<u>Negative of the Perfect</u>		<u>Negative of the Imperfect</u>
3 MS	مَا زَالَ 'he still...'	لَا يَزَالُ	'he still...'
FS	مَا زَالَتْ 'she still...'	لَا تَزَالُ	'she still...'
3 MD	مَا زَالَا 'they still...'	لَا يَزَالَانِ	'they still...'

FD	ما زالت	'they still...'	لا تزالان	'they still...'
3 MP	ما زالوا	'they still...'	لا يزالون	'they still...'
FP	ما زلن	'they still...'	لا يزالن	'they still...'

Note:

- (1) The perfect tense of زال is usually negated with the negative particle ما 'not'; the imperfect is, as usual, negated with لا 'not'. The perfect tense of كان 'to be' may also be negated with ما as well as with لم plus jussive: لم يكن، ما كان 'he was not'.
- (2) The two tenses of زال are, in effect, synonymous in the negative, the imperfect being the one more commonly used.
- (3) Both forms have present meaning: 'he still...'. To indicate past time, كان is usually used with the negative imperfect:

لا يزال طالباً.	'He is still a student.'
كان لا يزال طالباً.	'He was still a student.'
كانت لا تزال تدرس تاريخ أوروبا في الجامعة.	'She was still studying European history in the university.'

The conjugation of زال parallels that of كان that was introduced in Lesson 11.C.4. The full conjugation of this class of verbs will be given in Lesson 31, and that of ظل in lesson 34.

Now do Drills 5 and 6.

Drill 5. (Also on tape) Substitution/transformation with أصبح

- a. 'Farid is a famous doctor.' → فرید طبیب مشہور.
'Farid became a famous doctor.' أصبح فرید طبیباً مشهوراً.

- ١ - الجمع بين البيت والعمل أمر صعب .
 - ٢ - نحن بحاجة الى مساعدتك .
 - ٣ - أنتم اصدقائي .
 - ٤ - هذا من أهمّ المواضيع .
 - ٥ - هي أعظم دولة فى العالم .
- b. 'The government participated in the construction of the factories.'
- شاركت الحكومة فى بناء المصانع .
- 'The government has come to participate in the construction of the factories.'
- أصبحت الحكومة تشارك فى بناء المصانع .

- ١ - اعتمدت مصر على السد العالي الى ابعد حدّ .
- ٢ - اعتقد المفكّرون أنّ انتخاب الرئيس أمر هامّ .
- ٣ - توفّر للمرأة حقوق الرجل كلها .
- ٤ - أثرت القراءة على آرائه تأثيرا عظيما .
- ٥ - رحل من مكان الى مكان بعد زواجه .

Drill 6. (Also on tape). Substitution: لا يزالُ

'Ahmad is still the tallest boy in the class.'

لا يزال أحمد أطول ولد في الصف .

- ١ - حقوق المرأة غير مساوية لحقوق الرجل .
- ٢ - هما طالبان بحرية التصرف .
- ٣ - فريدة طالبة في جامعة بغداد .
- ٤ - يعتبرونك صديقا مخلصا وعزيزا .
- ٥ - القاهرة أكبر مدينة في العالم العربي .
- ٦ - الهدو يرحلون من مكان الى مكان للبحث عن الماء .

3. The noun غَيْرٌ 'other than'

The word غَيْرٌ is a noun. It occurs mainly as the first term of an idāfa or with a pronoun suffix. One meaning is "other(than)", it also serves to negate nouns and adjectives and may be translated "non-", "un-" and so on.

Examples:

حَضَرَ اجْتِمَاعَنَا الطَّلَابُ وَغَيْرُ الطَّلَابِ 'Students and non-students (other than students) attended our meeting.'

دَرَسْتُ الْعَرَبِيَّةَ وَغَيْرَهَا مِنَ اللُّغَاتِ. 'I studied Arabic and other languages.'

مِنْهُمْ الطَّبِيبَاتُ وَالْكَاتِبَاتُ وَغَيْرُهُنَّ. 'Among them are doctors, writers, and others.'

When a noun is modified by an idāfa consisting of غَيْرٌ with an adjective, غَيْرٌ agrees with the noun in case, while the adjective is always genitive but agrees with the noun in number, gender and definiteness:

مُوظَّفُونَ غَيْرَ لَبْنَانِيِّينَ 'non-Lebanese employees'

فِي هَذِهِ الْمَوَاضِعِ غَيْرِ الْهَامَّةِ 'in these unimportant subjects'

Now do Drills 7 and 8.

Drill 7. Written. Recognition: غَيْرٌ

Vocalize and translate the underlined words.

- ١ - لا تزال حقوق المرأة غير مساوية لحقوق الرجل .
- ٢ - نعتبر هذا أمراً غير هام .
- ٣ - سافرنا الى مصر والعراق وغيرها من الدول العربية .
- ٤ - اجتمع الاساتذة والاساتذات وغيرهم من موظفي الجامعة .
- ٥ - اصبح الجمع بين العمل والدراسة غير سهل .
- ٦ - يعتقد الاستاذ فريد وغيره من المفكرين ان هذا الحق حق اساسي .

- ٧ - لم ينتخب هذا الشعب غير العربي رئيس الجمهورية .
- ٨ - سوف يجتمعون في هذه الدولة غير الاسلامية .

Drill 8. Written. Translation: عَرِّ

1. New York ("the state of New York") and other American states depend on government assistance.
2. Studying Arabic is not difficult.
3. The Arabs and the non-Arabs are cooperating to realize great economic progress.
4. This employee is insincere.
5. Among them are ministers and teachers and others.

4. Verbs with two accusatives: Verbs of giving

Among verbs that take two accusatives is a group that mean "to give" or "to grant"; these are illustrated by مَنَحَ 'to grant' in the sentence below:

مَتَى سَيَمْنَحُ الْمُجْتَمَعُ الْمَرْأَةَ كُلَّ
حُوقِهَا ؟ rights?

The first of two accusatives after a verb of giving--in this instance الْمَرْأَةَ--is the indirect object, and the second accusative--كُلَّ حُوقِهَا--is the direct object. It is worth noting that this is exactly parallel to the English construction. A pronoun may also serve as either object. It is suffixed to the verb or verbal noun if it is an indirect object, but a special construction (44.C.3) is used if the pronoun is the second accusative. Additional examples:

عَرَفْتُ أَنَّ جَامِعَتَكُمْ تَمْنَحُ الطَّلَابَ
مُسَاعَدَاتٍ كَثِيرَةً . 'I have learned that your university grants students a lot of assistance.'

مَنْحُونِي حَقَّ الْعَمَلِ فِي الْمَتْحَفِ . 'They granted me the right to work in the museum.'

5. Use of the tenses in English and Arabic

In dealing with the real world, English--like Arabic and no doubt most other languages--can deal with an act or deed as a completed event or it can deal with the situation resulting from that act. For example, if I had breakfast at seven o'clock this morning I can say "I had breakfast at seven this morning"--a completed event--or I can say "I've had breakfast today"--my present condition. If my guest arrived on the 4:30 train I can say "John arrived at 4:30 this afternoon"--a completed event--or I can say "John is here now"--the resultant present situation. Or if you told me yesterday that you are leaving for Europe next week I can say "I learned that yesterday" or "I found that out yesterday"--a completed event--or I can say "I know that"--the result of my having learned that fact. We can also say, to take another example, that Shakespeare depicted Hamlet as indecisive--a historical fact--or that he depicts Hamlet as indecisive--a present truth.

Arabic has these same choices, and also makes this distinction between completed events, as in a narrative, and the existing situation. The important point is that English and Arabic do not always make the same choices. For example, in the Basic Text of this lesson, the references to Dr. Sa' - dawī's observations are all reported in Arabic in the perfect tense: تَحَدَّثَتْ 'she spoke', ذَكَرَتْ 'she pointed out', قَالَتْ 'she said', while they are translated into English in the present tense. Arabic often views things as completed events where English presents them in terms of the present state of affairs. Thus, if we see our guest pulling up in the driveway, the Arab will say وَصَلَ 'he arrived' while the American will say "He's here now." When the teacher's explanation of a point has penetrated, the Arabic speaker

says فَهِمْتُ 'I understood, I caught on' while the English speaker says "I understand." This is not to say that وَصَلَ means "he is here" or فَهِمْتُ means "I understand", but that Arabic tends to prefer to deal with events while English, by comparison, tends to prefer to present the resultant situation. That is, you must not only know what the verb tenses mean, you must know how they are used and how Arabic and English usage of the tenses agree and disagree.

D. Comprehension passage

د - نصوص للفهم

Read the following passage and then do Drill 9.

مقالة في جريدة الجامعة

نشرت جريدة الجامعة أمس مقالة طويلة بعنوان " وضع الطلاب في الجامعة " . كتب المقالة احدى الطالبات واسمها سوزان وليامز . تطالب كاتبة المقالة بمنح الطلاب عددا من الحقوق واهمها المشاركة في تقرير المناهج الدراسية . وتقول : " حقوق الطلاب في هذه الجامعة لا تزال غير مساوية لحقوق الطلاب في كثير من الجامعات الاخرى ، ويجب ان تعمل الجامعة على تحقيق هذه المساواة . يجب أن نتقدم بطلب الى رئيس الجامعة للنظر في هذا الامر " .

ونشرت الجريدة صباح اليوم رأي رئيس الجامعة في هذا الموضوع . قال الرئيس : " نحن نعتقد أن المشاركة في تقرير المناهج حق للطلاب وسوف نعمل علي منحهم هذا الحق . نحن نرحب بالتعاون مع الطلاب ، لان هَدَفَنَا واحدٌ وهو تقدم الجامعة " .

our goal is one and the same

Drill 9. Written. Completion.

Complete the following sentences in light of the above text.

- ١ - طالبت سوزان في مقالتها ببعض الحقوق واهم هذه الحقوق ——— .
- ٢ - قالت سوزان ان حقوق الطلاب في جامعتها ——— .
- ٣ - نشرت سوزان مقالتها في ——— .
- ٤ - قال رئيس الجامعة في مقالته انه يرحب ——— .
- ٥ - قال رئيس الجامعة ان الطلاب والاساتذة يعملون علي تحقيق شيء واحد هو ——— .

E. General Drills.

هـ - التمارين العامة

Drill 10. (On tape) Perfect → Imperfect

Drill 11. Written. Singular ↔ plural

Fill in the blanks in the chart:

<u>Plural</u>	<u>Singular</u>
<u>Ex.</u> يعتقد المفكرون	يعتقد المفكر
_____	١ - عام دراسي
ولايات اخري	٢ - _____
_____	٣ - انعقد الاجتماع
توفرت الحقوق	٤ - _____
_____	٥ - للمراسل
_____	٦ - الطبيب المشهور
عين الموظفين	٧ - _____
_____	٨ - المرشحة تنصرف
_____	٩ - بدأ الفلم
_____	١٠ - سألت البنت
_____	١١ - نقلنا اليكم خبرا هاماً

Drill 12. (On tape) Written. Dictation.

Drill 13. Written. Recognition: اخوات انّ

Vowel the underlined words and then translate the sentences below.

- ١ - أتمكّن صديقي من ان يصحّ طبيها ؟
- ٢ - تعجبني مدينة بيروت لانها جميلة جدًا .
- ٣ - هل تعرف ان نهر النيل يؤثّر على اقتصاد مصر تأثيرا عظيما ؟
- ٤ - قال انّ أمر انتخاب الرئيس هامّ جدًا .
- ٥ - يجب ان نسرع الى الترحيب بالزائر الاجنبيّ .
- ٦ - تقدمت بطلب للعمل لكنّ المدير لم ينظر في طلبي .
- ٧ - ذكرنا أنّ حرية الرأي حقّ أساسيّ .

أ - النص الاساسي

مذكرات طالب امريكي

- ١ - القائد المسلم الذي فتح الأندلس هو طارق بن زياد .
- ٢ - هيرودتس هو الكاتب الذي قال قديماً : مصر هبة النيل . قال gift
ذلك لأن النيل حياة مصر .
- ٣ - يحترم العرب المستشرق الذي يبذل جهوداً كبيرة لخدمة الادب العربي .
- ٤ - من المدن التي تقع على نهر النيل : القاهرة والإسكندرية
are located وهي من أكبر المدن المصرية وأجملها .
- ٥ - "تاريخ الادب العربي" من أهم الكتب التي كتبها كارل بروكلمان .
- ٦ - "الهلل" هي المجلة التي أنشأها جورج زيدان ، ولا تزال
من أشهر المجلات المصرية .
- ٧ - مَيَّ زيادة هي المرأة العربية التي تأثرت بها النهضة الادبية
النسائية تأثراً كبيراً .
- ٨ - يقول بعض المفكرين انّ القومية العربية هي الفكرة التي تجمع
says الحرب معا .
- ٩ - "الأهرام" جريدة تتحدث باسم الحكومة المصرية ، وهي اليوم
أشهر جريدة في العالم العربي .
- ١٠ - جبران خليل جبران أديب لبناني رحل الى امريكا ، وهناك كتب
عدداً من الكتب أشهرها "النبي" .
- ١١ - إبراهيم طوقان أديب فلسطيني كتب شعراً قومياً كثيراً .
- ١٢ - محمد عليّ رجل حكم مصر عندما كانت ولاية عثمانية
governed; Ottoman .
- ١٣ - نازك الملائكة أديبة عراقية ساعدت على تطور الشعر العربي

- philosophy ١٤ - إِبْنُ خُلْدُونِ عَرَبِيٌّ كَتَبَ كِتَابَهَا عَنْ فَلَسْفَةِ التَّارِيخِ ، وَلَهُ فِي الْكِتَابِ
آرَاءُ هَامَّةٌ يَدْرُسُهَا الْيَوْمَ طُلَّابُ التَّارِيخِ فِي كُلِّ بِلَادِ الْعَالَمِ .
- ١٥ - لِنَجِيبِ مَحْفُوظِ كَتَبَ يَقْرَأُهَا عِدَدٌ كَبِيرٌ مِنَ الْعَرَبِ ، وَهُوَ يَتَحَدَّثُ فِي
كِتَابِهِ عَنِ الْحَيَاةِ الْاجْتِمَاعِيَّةِ الْمَصْرِِّيَّةِ .

A. Basic text

An American Student's Notes

1. The Muslim leader who conquered Spain was Ṭāriq Ibn Ziyād.
2. Herodotus is the writer who said, long ago; "Egypt is the gift of the Nile." He said that because the Nile is Egypt's life-blood.
3. The Arabs respect the orientalist who exerts great efforts in the service of Arabic literature.
4. Among the cities which are located on the Nile are Cairo, Alexandria, and Aswan; these are among the biggest and most beautiful of Egyptian cities.
5. The History of Arabic Literature is one of the most important books which Carl Brockelmann wrote.
6. Al-Hilāl is the magazine which Jurjī Zaydān founded; it is still one of the most famous Egyptian magazines.
7. Mayy Ziyādah is the Arab woman by whom the women's literary movement was greatly influenced.
8. Some thinkers say that Arab nationalism is the concept which joins the Arabs together.
9. Al-Ahrām is a newspaper which speaks in the name of the Egyptian government; today it is the most famous newspaper in the Arab world.
10. Kahlil Gibran was a Lebanese writer who went to America and there wrote a number of books, the most famous of which is The Prophet.
11. Ibrāhīm Ṭuqān was a Palestinian literary figure who wrote much na-

tionalist poetry.

12. Mohammad 'Alī was a man who ruled Egypt when it was an Ottoman province.
13. Nāzik Al-Malā'ika is an Iraqi author who helped in the development of modern Arabic poetry.
14. Ibn Khaldūn was an Arab who wrote a book on the philosophy of history; he has in the book important views which students of history study to-day in all countries of the world.
15. Naguib Mahfouz has books which a large number of Arabs read; in his books he speaks about life in Egyptian society.

B. Vocabulary

ب - المفردات

مُذَكِّرَةٌ - ات	note, reminder; (p.) notes; memoires
قَائِدٌ - قُوَادٌ ، قَادَةٌ	leader, commander, general
مُسْلِمٌ - ون	Muslim
الَّذِي	(m.s.) who, that, which
فَتَحَ - ، فَتَحَ	to open; to conquer
الْأَنْدَلُسُ	Andalusia; Spain
طَارِقُ بْنُ زِيَادٍ	Tāriq Ibn Ziyād
إِحْتَرَمَ ، إِحْتِرَامٌ	VIII to respect
مُسْتَشْرِقٌ - ون	orientalist (western scholar specializing in oriental studies)
أَدَبٌ - آدَابٌ	literature, letters
الَّتِي	(f.s.) who, that, which
كارل بروكلمان	Carl Brockelmann
"الْهَيْلَالُ"	Al-Hilāl (Egyptian literary magazine; lit.
مَجَلَّةٌ - ات	"The Crescent") magazine
أَنْشَأَ ، إِنْشَاءٌ	IV to create, establish, found
جورجي زيدان	Jūrjī Zaydān (m. writer)

مَيَّ زِيَادَة	Mayy Ziyādah (f. writer)
تَأَثَّرَ ، تَأَثَّرَ بِهِ ، فِي	V to be influenced, affected by
نَهْضَة - نَهْضَات	awakening, rebirth, renaissance; upswing, boom
قَوْمِيَّة - ات	nationalism
قَوْمِي - ون	national(ist), nationalistic
جَمَعَ - ، جَمَعَ	to gather, collect, assemble; to unite
مَعًا	(adv.) together
الْأَهْرَامُ	<u>Al-Ahrām</u> (Cairo newspaper; lit. "The Pyramids")
أَدِيب - أَدِيبٌ	man of letters, author, writer, lit- térateur
إِبْرَاهِيمُ طَوْقَان	Ibrāhīm Tūqān (m. writer)
فِلَسْطِينُ	Palestine
شِعْرٌ - أَشْعَارٌ	poetry; poem
مُحَمَّدٌ عَلِيٌّ	Muhammad 'Alī
عِنْدَ	(prep.) at the place of, at the time of, at; (after verbal noun) upon, on (doing s.th.)
عِنْدَمَا	(conj.) at the time when, when
نَازِكُ الْمَلَأِكَةِ	Nāzik al-Malā'ikah (f. writer)
تَطَوَّرَ ، تَطَوَّرَ	V to develop, evolve (intransitive)
إِبْنُ خَلْدُون	Ibn Khaldūn
نَجِيبٌ مَحْفُوظٌ	Najīb Maḥfūḏ (in Egypt, Nagīb Maḥfūz)

C. Grammar and drills

ج - القواعد والتمارين

1. Relative clauses
2. Gender of names and titles
3. The nominalizer لـ
4. Adverbial use of the accusative

1. Relative clauses

a. Definite relative clauses.

In the sentence

مَنْ الْقَائِدُ الْمُسْلِمُ الَّذِي فَتَحَ الْأَنْدَلُسَ؟ 'Who is the Muslim general who conquered Andalusia?'

فَتَحَ الْأَنْدَلُسَ 'who' is a relative pronoun introducing the relative clause 'he conquered Andalusia'.

The special features of the Arabic relative clause are as follows:

(1) the relative pronoun agrees with the antecedent in gender, number and case. الَّذِي in the sentence above is masculine singular nominative like its antecedent الْقَائِدُ. The antecedent of الَّذِي must be definite.

(2) the relative clause is a complete sentence in itself--that is, it can stand alone as an independent sentence: فَتَحَ الْأَنْدَلُسَ 'He conquered Andalusia' is a viable sentence.

If, however, the relative clause is an equational sentence, and the subject is a pronoun, that pronoun is usually omitted. Thus,

الرَّجُلُ الَّذِي هُوَ مِنْ مِصْرَ 'The man who is from Egypt'

becomes

الرَّجُلُ الَّذِي مِنْ مِصْرَ 'The man who is from Egypt' or 'The man from Egypt'

Accordingly, the phrase

الرَّجُلُ الَّذِي فِي الْبَيْتِ 'The man who is in the house' or 'The man in the house'

implies the existence of a pronoun subject--here هُوَ --which has been omitted.

The last two examples illustrate the important point that a definite noun

modified by a prepositional phrase in English must be translated into Arabic with the proper form of الَّذِي. The phrase "the woman from Beirut", for example, is rendered in Arabic الْمَرْأَةُ الَّتِي مِنْ بَيْرُوتَ and is equivalent to "the woman who is from Beirut."

(3) There must be a word in the relative clause itself which refers to the antecedent and agrees with it; in the sentence at the beginning of this section, the subject of the verb فَتَحَ is the same as the antecedent and so this verb agrees with it. The word in the relative clause which refers back to the antecedent and agrees with it is called the relator.

The illustrative sentence above can be diagrammed as below:

<u>relative clause</u>		<u>antecedent clause</u>
فَتَحَ الْأَنْدَلُسَ .	الذي	مَنْ الْقَائِدُ الْمُسْلِمُ؟
'He conquered Andalusia.'		'Who is the Muslim general?'

The antecedent clause and the relative clause are both complete sentences and the relative pronoun الَّذِي is a part of neither. The relative pronoun's role is to link the relative clause to the antecedent, in this case الْقَائِدُ الْمُسْلِمُ.

If the relator is not the verb of the relative clause it will be a pronoun suffix, whether object of the verb or the object of a preposition or suffixed to a noun. Note well that the relator as pronoun suffix is not translated into English. When translating into Arabic, do not forget to insert this pronoun in the Arabic relative clause. The various types of relator are illustrated below:

Relator = object of verb:

ما اسْمُ الْكِتَابِ الَّذِي كَتَبَهُ كَارِلْ بروكلمان؟	'What is the name of the book that Carl Brockelmann wrote?'
---	--

Literally, the Arabic says "What is the name of the book which Carl Brockelmann wrote it?"

Relator = object of preposition

هَذَا هُوَ الْكُرْسِيِّ الَّذِي بَحَثْتَ عَنْهُ .	'This is the chair that you searched for.' [Lit.: '...that you searched for <u>it</u> ']
---	---

Relator = suffixed to a noun

هَذَا هُوَ الْكَاتِبُ الَّذِي قَرَأْتَ كُتُبَهُ .	'This is the author whose books you read.' [Lit.: '...who you read his books']
هَذَا هُوَ الْكَاتِبُ الَّذِي مَاتَ امْرَأَتُهُ .	'This is the author whose wife died.' [Lit.: '...who his wife died']
هَذَا هُوَ الْكَاتِبُ الَّذِي أَوْلَادُهُ طُلَّابٌ فِي الْقُدْسِ .	'This is the author whose children are students in Jerusalem.' [Lit.: '...who his children are students in Jerusalem']

b. The forms of الَّذِي are given in the box below:

		الَّذِي 'who'	
		Masculine	Feminine
Singular		الَّذِي	الَّتِي
Dual	nom.	الَّذَانِ	الَّتَانِ
	gen./acc.	الَّذَيْنِ	الَّتَيْنِ
Plural		الَّذِينَ	الَّلَّوَاتِي

Note that case is distinguished only in the dual. The ال of الَّذِي is the definite article, and therefore is subject to wasla.

Remember that the relative pronoun must agree in case with the antecedent; this agreement affects the dual only, as in

أَيْنَ الْقَلَمَانِ اللَّذَانِ كَانَا عَلَى هَذَا الْكُرْسِيِّ ؟	'Where are the two pencils that were on this chair?'
هَلْ اجْتَمَعْتُمْ بِالْمَرْأَتَيْنِ اللَّتَيْنِ قَرَرْتَا الْذَهَابَ مَعَكُمْ ؟	'Have you met with the two women who decided to go with you?'

Now do Drills 1 and 2.

b. Indefinite relative clauses.

The relative pronoun الَّذِي is definite, since it begins with the definite article, (see b. above). Accordingly, it can only refer back to a definite antecedent as in all the illustrations in part a above, and in sentences 1-8 in the Basic Text. If the antecedent is indefinite, no relative pronoun at all is used (see sentences 9-15 in the Basic Text). Features (2) and (3) of part a above must still be met, however, so that if the antecedent is indefinite a modifying relative clause will immediately follow it without الَّذِي. Thus:

هُوَ قَائِدٌ مُسْلِمٌ فَتَحَ الْأَنْدَلُسَ .	'He is a Muslim general who conquered Andalusia.'
لِنَجِيبٍ مَحْفُوظٍ كُتُبٌ يَقْرَأُهَا عَدَدٌ كَبِيرٌ مِنَ الْعَرَبِ .	'Najīb Maḥfūẓ has books which a great number of Arabs read.'
هَلْ هُنَاكَ كَاتِبٌ لُبنَانِيٌّ قَرَأْتَ كُلَّ كُتُبِهِ ؟	'Is there a Lebanese writer all of whose books you have read?'

The indefinite relative clause comes immediately after the antecedent. If there is a pause in reading, or if there is written punctuation, the result is two independent sentences.

جُبْرَانُ خَلِيلُ جُبْرَانٍ أَدِيبٌ لُبنَانِيٌّ رَحَلَ إِلَى أَمْرِيكَا وَسَكَنَ فِي نِيُويُورِكِ .	'Gibran Kahlil Gibran was a Lebanese writer who travelled to the States and lived in New York.'
جُبْرَانُ خَلِيلُ جُبْرَانٍ أَدِيبٌ لُبنَانِيٌّ . رَحَلَ إِلَى أَمْرِيكَا وَسَكَنَ فِي نِيُويُورِكِ .	'Gibran Kahlil Gibran was a Lebanese writer. He travelled to the States and lived in New York.'

Now do Drills 3 and 4.

Drill 1. (Class exercise) Recognition: Relative pronoun.

Underline each occurrence of the relative pronoun (الذي in any of its forms) in the basic text of this lesson. Give the antecedent (i.e. the noun it refers back to) for each occurrence. Ex.

القَائِدُ الَّذِي فَتَحَ الْأَنْدَلُسَ الْقَائِدُ

Drill 2. (Also on tape) Embedding: Relative clause with الذي.

a. Each of the following pairs of sentences contains identical subjects (underlined). Incorporate the second sentence into the first, using the appropriate form of الذي as shown in the example. Ex.

'The instructor is (a) Muslim.'

'The instructor teaches Islamic history.'

'The instructor who teaches Islamic history is (a) Muslim.'

← { المعلمة مسلمة .
المعلمة تدرس التاريخ الاسلامي .

المعلمة التي تدرس التاريخ الاسلامي
مسلمة .

هاتان المرأتان امريكيتان .

١ - الاديب المشهور من امريكا .

٤ - هاتان المرأتان عملتا على

تقديم النهضة النسائية .

الجرائد مصرية .

٢ -

الجرائد نشرت اخبارا هامة .

٥ - العائلة تسكن في ذلك البيت

الصغير .

العائلة عربية .

المراسلون اجانب .

٣ -

المراسلون ذهبوا لزيارة آثار

٦ - الطلّات قابلن رئيس

الجمهورية .

بعلبك .

b. Each of the following pairs of sentences also contains identical nouns or noun phrases, though no longer the subject of both sentences. As before, incorporate the second sentence into the first, using a form of الذي and providing pronoun suffixes where necessary. Ex.

'The book is very famous.'

'My professor wrote the book.'

'The book which my professor wrote is very famous.'

← { الكتاب مشهور جدًا .
كتب أستاذي الكتاب .

الكتاب الذي كتبه أستاذي مشهور
جدًا .

- ١ - الهنك بعيد من هنا .
عملت في الهنك اربع سنوات .
- ٢ - المرشح رجل كبير .
انتخب الحزب المرشح في الصيف .
- ٣ - المجلة هي " الهلال " :
أنشأ جورجى زيدان المجلة .
- ٤ - الدرسان طويلان وصعبان .
درست الدرسين مساء امس .
- ٥ - يحترم العرب المستشرقين المعاصرين .
المستشرقون يهذلون جهودا كبيرة في تقدّم الادب العربيّ .
- ٦ - اجتمعنا مع الرجلين .
الرجلان يتعاونان معنا في العمل .
- ٧ - كتبت الادبية هذا الشعر القومي .
قرأت هذا الشعر القومي امس .
- ٨ - يسرع الهدو الى اكرام الزوّار .
يقبل الزوّار عليهم .

Drill 3. (Also on tape) Transformation: Definite → indefinite relative clauses

'They elected the candidate who attended the convention.' → انتخبوا المرشح الذي حضر المؤتمر .

'They elected a candidate who attended the convention.'

- ١ - قرأت الكتاب الذي كتبه صديقي .
- ٢ - اكملنا المناهج الدراسية التي قررتها وزارة التربية .
- ٣ - اعرف النساء اللواتي ساعدن على تقدّم النهضة الادبية في مصر .
- ٤ - قابل الرجلين اللذين يتكلّمان العربية .

٥ - درست في المدرسة الثانوية التي خرّجت بعض القوّاد

القوميين .

٦ - هاتان هما المذكّرتان اللتان كتبتهما اثناء المحاضرة .

٧ - ذكرت الموضوع الذي تناولته في مقالتي .

Drill 4. Written. Completion: Relative pronoun.

Fill in the appropriate form of the relative pronoun, if necessary, in each of the following sentences:

١ - هذه هي المجلّة ——— أنشأها والدي .

٢ - ذهبوا الى مطعم ——— أكلنا فيه امس .

٣ - تقدّمت بطلب للعمل ——— سينظر فيه المدير .

٤ - سيتحدّث الوزير الى الموظفين ——— يعملون في وزارته .

٥ - قابلت مفكرا ——— كتب مقالة بعنوان " يجب أن تحقّق المرأة

حقوقها " .

٦ - بحث الاساتذة الدول العربية ——— يسافرون اليها هذا الصيف .

٧ - ذهبنا لزيارة مصنعين حديثين ——— شاركت في بناءهما الحكومة .

٨ - درست مع أولئك النساء ——— اصبحن كاتبات مشهورات .

٩ - قرأت في الجريدة عن حكومة جديدة ——— منحت حق الانتخابات لكل

الشعب .

١٠ - متى موعد الطائرة ——— ستسافر الى الاردن ؟

2. Gender of names and titles

It has been noted previously that names of cities are feminine; this is perhaps because the word مَدِينَةٌ 'city', which is feminine, can be understood as preceding every name, for example مَدِينَةُ بَيْرُوتَ (the city of) Beirut'. For similar reasons, the names of magazines and newspapers are treated as feminine because the words مَجَلَّةٌ 'magazine' and جَرِيدَةٌ 'newspaper' are feminine, while book titles are masculine because كِتَابٌ 'book' is masculine.

Thus one says

الْهَيْلَالُ هِيَ الْمَجَلَّةُ الَّتِي	'Al-Hilāl is the magazine which...'
الْأَهْرَامُ هِيَ الْجَرِيدَةُ الَّتِي ...	'Al-Ahrām is the newspaper which...'
هَلْ قَرَأْتَ الْأَهْرَامَ أَمْسَ؟ نَعَمْ ، أَقْرَأُهَا كُلَّ يَوْمٍ .	'Did you read Al-Ahrām yesterday? Yes I read it every day.'
سِتَّةُ أَيَّامٍ هُوَ الْكِتَابُ الَّذِي ...	'Sitta Ayyām is the book that...'

3. The nominalizer ما

The particle ما has a number of different meanings and functions. In previous lessons we have seen the interrogative ما 'what?' and the negative ما 'not' (in ما زالَ, see 22.C.2). This particle also has a nominalizing function like that of أَنَّ or أَنْ, namely to introduce a clause functioning like a noun. Unlike أَنَّ or أَنْ, however, clauses introduced by this ما serve only as the object of certain prepositions. One of these occurs in this lesson: the preposition عِنْدَ. When the object of عِنْدَ is a verbal noun, it may be translated into English as "upon, on" ("at the time of"), for example:

عِنْدَ رُجُوعِهِمْ كَتَبُوا مَقَالََةً .	'Upon their return they wrote an article.'
--	--

When, on the other hand, the object of عِنْدَ is a clause introduced by ما, the combination عِنْدَ مَا is equivalent to the English conjunction "when" ("at the time when"):

عِنْدَمَا رَجَعُوا كَتَبُوا مَقَالَةً • 'When they returned they wrote an article.'

Now do Drill 5.

Drill 5. Written. Recognition: Use of ما .

In the sentences below, underline each occurrence of ما and describe its usage in the sentence, i.e., interrogative, negative or nominalizer.

- ١ - سأَلَنِي : ما عنوان محاضرة الاستاذ ؟
- ٢ - بنته ما زالت تسكن في مدينة اخرى •
- ٣ - ما اسماء الاديباء الذين قابلتهم في الاجتماع ؟
- ٤ - استقبلنا الرئيس عندما رجع من سفره •
- ٥ - أما زال المدير في مكتبه ؟
- ٦ - تحدّث اليّ بالعربيّة عندما قابلته •
- ٧ - ما اسم الشارع الذي تسكن فيه ؟
- ٨ - ما زالوا يرحلون من مكان الى مكان في الصحراء للبحث عن الماء •

4. Adverbial use of the accusative

Arabic has few true adverbs, such as هُنَا 'here', أَلآنَ 'now', فَقَطْ 'only' and أَمْسَ 'yesterday'. Adverbs are invariable in form. The function of adverbs is to a great extent performed by nouns and adjectives in the accusative case and with nunation. The following "adverbs" that we have had, for example, are nouns or adjectives in the accusative indefinite used adverbially:

<u>Adverb</u>	- based on -	<u>Noun</u>
عَادَةً	'usually'	عَادَةً 'custom, habit
أَحْيَانًا	'sometimes'	حِينَ - أَحْيَانًا 'time (times)'
مَثَلًا	'for example'	مَثَلٌ 'example, model'
جَدًّا	'very'	جِدًّا 'earnestness'
قَدِيمًا	'in ancient times, in former times'	قَدِيمٌ 'old, ancient'
كَثِيرًا	'a lot; often'	كَثِيرٌ 'much; many'

In like manner, the following nouns and adjectives are used adverbially:

<u>Noun/adjective</u>	- is the base for -	<u>Adverb</u>
أَوَّلٌ	'first'	أَوَّلًا 'first, firstly'
الثَّانِي	'the second'	ثَانِيًا 'secondly'
ثَالِثٌ	'third'	ثَالِثًا 'thirdly'
رَابِعٌ	'fourth'	رَابِعًا 'fourthly'
قَرِيبٌ	'nearby'	قَرِيبًا 'soon, before long'
طَوِيلٌ	'long; tall'	طَوِيلًا 'at length, a long time'
كَثِيرٌ	'much, many'	كَثِيرًا 'very, very much; often'
حَدِيثٌ	'new, recent, modern'	حَدِيثًا 'recently'
أَخِيرٌ	'last; latest'	أَخِيرًا 'finally, at last; recently, lately'
حَقٌّ	'right' (noun)	حَقًّا 'really, indeed, truly'

Henceforth the nouns and adjectives in the list above may occur in this adverbial function. Beginning with the vocabulary list of the next lesson, we will list the adverbial form of any noun or adjective so used; for example:

قَدِيمٌ - قَدَمًا old, ancient

قَدِيمًا in ancient times, in former times, once

Definite nouns of time are also used adverbially in the accusative case;
the definite article has the force of a demonstrative 'this':

الْيَوْمَ	'today'
الَّيْلَةَ	'tonight'
السَّاعَةَ	'at this time, now'
تِلْكَ اللَّيْلَةَ	'on that night'
هَذِهِ السَّنَةَ	'this year'
كُلَّ يَوْمٍ	'every day'

D. Comprehension passage

د . نصوص للفهم

(1) Read the following passage and then do Drills 6 and 7.

محمد عبده

Muhammad

Abdu

كان مُحَمَّدٌ عَبْدُهُ من أهمّ قواد النهضة الاسلاميّة في العالم العربي .
أكمل دراسته في مدينة طُخْطَا في مصر ، ثمّ انتقل الي القاهرة ودرس في
الازهر ثمانية اعوام ، ثم درّس في الازهر وكتب مقالات كثيرة في جريدة
الاهرام .

Jamal

Al-Din
Al-Afghani

وفي القاهرة قابل جمال الدين الأفغاني الذي كان من أشهر
المفكرين في العالم الاسلامي . تأثر محمد عبده بالافغاني تأثراً كبيراً

وكان يُعْتَبَرُ نَفْسَهُ تَلْمِيذَ الافغاني : لكن بعض الكتاب يعتبرون محمد عبده
disciple himself he considered
اعظم من الافغاني .

اختلف محمد عبده في الرأي مع الحكومة فرحل الي بيروت ومنها
الى فرنسا . وفي باريس تعاون مع صديقه الافغاني في اصدار جريدة عربيّة
ثم رجع الى مصر ، وهناك درّس في الازهر ونشر عددا من الكتب والمقالات
التي خدّمت العالم الاسلامي خدمة عظيمة . كانت في العالم العربي حياتان :
served

حياة اسلامية تأثرت بأوروبا واخرى لم تتأثر بها . وكان محمد عبده يحترم
 الحياتين ويعمل على التوفيق بينهما .
 to reconcile them

(2) Listen to the passage on tape and then do Drill 8.

Drill 6. Written and oral. Composition. Questions and answers.

Make up five questions based on the reading passage above to bring to
 class for an oral exercise and/or to hand in.

Drill 7. Translation.

Translate the last paragraph of the reading passage into English.

Drill 8. Written. Questions.

أسئلة

- ١ - من أي جامعة حصل نجيب محفوظ على البكالوريوس ؟
- ٢ - هل عمل نجيب محفوظ في وظائف حكومية ؟
- ٣ - عمّ تحدّث نجيب محفوظ في كتبه ؟
- ٤ - ما رأي طه حسين في كتب نجيب محفوظ ؟
- ٥ - هم تأثر أدب نجيب محفوظ ؟

E. General drills

هـ - التمارين العامة

Drill 9. (Also on tape) Transformation: Affirmative → negative.

Negate the following sentences, using غَيْرَ ، لَيْسَ ، لَنْ ، أَلَّا ، لَا
 or كَمْ as appropriate.

- ١ - سأحضر الاجتماع .
- ٢ - أنا مستعدّ لامتحان .
- ٣ - ينتخب الحزب مرشحا كل صيف .
- ٤ - ارسلت الرسالة امس .
- ٥ - يجب ان تذهب معي .
- ٦ - سأقرأ الجريدة هذا المساء .

- ٧ - أهدأ مكتبك الجديد
يا أأمد؟
- ٨ - نعرف أنكم بحاجة إلى
مساعدتنا .
- ٩ - مكانة المرأة في معظم بلاد
العالم مساوية لمكانة
الرجل .
- ١٠ - قواعد هذا الدرس سهلة .

Drill 10. (Also on tape) Review: Ordinals.

- قرأت الكتاب الأول لهذا الكاتب . (٤)
'I have read this writer's first book.' (4)
- قرأت الكتاب الرابع لهذا الكاتب .
'I have read this writer's fourth book.'

٦	٥
٨	١٠
٢	٣
٤	٧
١	٩

Drill 11. Review: Time-telling.

- استقبله في المطار في الساعة
الحادية عشرة .
'He met him at the airport at 11 o'clock.'
- | | |
|-------|-------|
| 10:30 | 3:20 |
| 6:15 | 2:40 |
| 4:45 | 12:00 |
| 1:00 | |

Drill 12. Written. Completion: Cognate accusative.

Provide the correct verbal noun in the blanks below. Ex.

- 'It influenced him greatly.'
أثر عليه تأثيرا عظيما .

- ١ - اعتمدنا عليكم — عظيمًا .
- ٢ - رحّبوا بنا — جميلًا .
- ٣ - بحثوا الوضع السياسي — طويلًا .
- ٤ - تحدّث رئيس الجمهورية — طويلًا .
- ٥ - تختلف آراشي عن آراء والدي — عظيمًا .
- ٦ - يحترم الشعب رئيسه — خاصًا .
- ٧ - تطوّر الادب العربيّ — عظيمًا في الاعوام الخمسين الاخيرة .
- ٨ - تقدّم الاقتصاد المصريّ — عظيمًا بعد بناء السد العالي .

أ - النصّ الاساسيّ

قناة السويس

shortens

thereby

لقناة السويس أهميّة دوليّة عظيمة ، فهي تَقْصِرُ المسافة بين الشرق والغرب ، وتؤثّر بذلك على التجارة العالميّة . وليس في العالم قناة لها أهمّيّتها سوى قناة بناما .
والمدينتان اللّتان تربط بينهما قناة السويس هما بور سعيد والسويس . وقد أصبحت هاتان المدينتان بعد حفر القناة من أهمّ المدن المصريّة .

تمّ حفر القناة في سنة ١٨٦٩ ، وكان الذين اشرفوا على حفرها مهندسين مصريّين وفرنسيّين .

كانت شركة قناة السويس في البداية شركة مصريّة فرنسيّة لكنّ الدولتين اللّتين نجحتا في السيطرة عليها بعد ذلك هما فرنسا وبريطانيا ، وقد انتهت هذه السيطرة في عام ١٩٥٦ عندما أصبحت الشركة وطنيّة .
وقد تأثّرت حياة مصر السياسيّة والاقتصاديّة تأثّراً كبيراً بقناة السويس ، خاصّةً في زمن الرّئيسين اللّذين حكما مصر بعد الثورة ، وهما جمال عبّد الناصر وأثّور السادات .

أسئلة

- ١ - أين قناة السويس ؟
- ٢ - أي قناة أخرى لها أهميّة قناة السويس ؟
- ٣ - ما المدينتان اللّتان تربط بينهما قناة السويس ؟
- ٤ - من أشرف على حفر قناة السويس ؟

- ٥ - هل شركة قناة السويس شركة فرنسيّة الآن ؟
- ٦ - هل تأثرت حياة مصر بالقناة ؟
- ٧ - من الرئيسان اللذان حكما مصر بعد الثورة ؟

A. Basic text

The Suez Canal

The Suez Canal has great international importance, for it shortens the distance between East and West, and thereby affects world trade. There is no (other) canal in the world which is of equal importance ("which has its importance") except the Panama Canal.

The two cities that the Suez Canal links are Port Said and Suez; these two cities have become, after the digging of the canal, two of the most important cities of Egypt.

The digging of the canal was completed in 1869; those who supervised the digging of it were Egyptian and French engineers.

The Suez Canal Company was at first a Franco-Egyptian company, but the two nations that succeeded in gaining control of it after that were France and Britain. This control ended in 1956 when the company became state-owned.

The political and economic life of Egypt has been greatly influenced by the Suez Canal, especially in the time of the two presidents who governed Egypt after the revolution, Jamal Abd Al-Nasir and Anwar Al-Sadat.

B. Vocabulary

ب - المفردات

قناة - قنوات	canal
السويس	Suez (pronounced 'as-suwees)
أهمية	importance
دولي	international

مَسَافَةٌ - ات	distance
شَرْقٌ	east
غَرْبٌ	west
سِوَى	(prep.) except
بَنَامَا	Panama
رَبَطَ - ، رَبَطَ (بَيْنَ)	to connect, bind, tie; to combine, unite
بُورِ سَعِيد	Port Said
حَفَرَ - ، حَفَرَ	to dig
تَمَّ	(fem. تَمَّتْ) it was completed
أَشْرَفَ ، إِشْرَافٌ عَلَى	IV to supervise
مُهَنْدِسٌ - ون	engineer
بِرْدَايَةٌ	beginning
نَجَحَ - ، نَجَاحٌ (فِي)	to succeed (in)
سَيَّطَرَ (عَلَى)	control (of, over)
بَرِيطَانِيَا	Britain
قَدْ	(verbal particle: see C.1 below)
خَاصَّةً	especially
زَمَنٌ - أَرْزَمَانٌ	time; period, stretch of time
حَكَّمَ - ، حُكْمٌ	to govern, rule
ثَوْرَةٌ - ات (عَلَى)	revolution, revolt, rebellion (against)
ثَوْرِيٌّ - ون	(nisba of ثَوْرَةٌ) revolutionary
جَمَالُ عَبْدِ النَّاصِرِ	Jamal Abd Al-Nasir
أَنْوَرُ السَّادَاتِ	Anwar Al-Sadat

Additional Vocabulary

بِلَادٌ (f.s.) country; homeland

1. The relative pronoun الَّذِي without antecedent
2. Particle قَدْ
3. Form IX verbs and verbal nouns
4. Form X verbs and verbal nouns
5. Form I to X verbs and verbal nouns: Summary
6. How to read years in dates

1. The relative pronoun الَّذِي without antecedent

The relative pronoun الَّذِي in its various forms may be used without an antecedent, in which case it may be translated 'he who' ('she who', 'those who', etc.), 'the one who', 'the person who', etc. Illustrations:

الَّذِي قَالَ ذَلِكَ يُوسُفُ.	'The one who said that was Yusuf.'
كَانَ الَّذِينَ أَشْرَفُوا عَلَى حَفْرِ الْقَنَاةِ مُهَنْدِسِينَ مِصْرِيِّينَ وَفَرَنْسِيِّينَ •	'Those who supervised the digging of the canal were Egyptian and French engineers.'

2. Particle قَدْ

The primary function of the perfect tense is to narrate events. When preceded by قَدْ, however, it often does not have this function, but instead denotes an action as background against which other events may be depicted. The perfect with قَدْ may be translated into English as a simple past tense (e.g., "he studied"), a present perfect ("he has studied"), or a past perfect ("he had studied"), depending on the context. In the following pair of sentences, the sentence without قَدْ tells what took place, without reference to the present, while the sentence with قَدْ refers to the present situation (that is, that the effect of the event is still being felt):

تَأَثَّرَتْ حَيَاةُ مِصْرَ الْاِقْتِصَادِيَّةُ تَأَثَّرًا كَبِيرًا بِقَنَاةِ السُّوَيْسِ .	'The economic life of Egypt <u>was</u> affected greatly by the Suez Canal.'
قَدْ تَأَثَّرَتْ حَيَاةُ مِصْرَ الْاِقْتِصَادِيَّةُ تَأَثَّرًا كَبِيرًا بِقَنَاةِ السُّوَيْسِ .	'The economic life of Egypt <u>has been</u> <u>affected</u> greatly by the Suez Canal.'

Occasionally قَدْ simply reinforces the meaning of the verb and is best left untranslated.

When the perfect tense is preceded by كَانَ قَدْ , the resultant meaning is past perfect, where a sense of "already" may be implied, as in

عِنْدَمَا قَابَلْتُهُ كَانَ قَدْ كَتَبَ الرِّسَالَةَ .	'When I met him, he had written the letter.'
كَانَتْ الْبِنْتُ قَدْ أَخْبَرَتْنِي بِوُصُولِهِمْ .	'The girl had informed me of their arrival.'
عِنْدَمَا وَصَلْتُ كَانَ الزُّوَارُ قَدْ شَرَبُوا الْقَهْوَةَ .	'When I arrived the visitors had drunk their coffee.'

(Future perfect results from the combination سَيَكُونُ قَدْ and perfect tense, e.g. سَتَكُونُ قَدْ وَصَلَتْ 'she will have arrived'.)

In this construction both كَانَ and the following verb agree with the subject according to the usual rules; the subject, if expressed, goes between كَانَ and قَدْ .

In a relative clause a perfect tense verb may have past perfect meaning without قَدْ if the main verb is also perfect:

عَرَفْتُ الرَّجُلَ الَّذِي كَتَبَ الْمَقَالََةَ .	'I recognized the man who had written the article.'
---	--

For the meaning of قَدْ with the imperfect see Lesson 37. C. 2.

3. Form IX verbs

Form IX verbs are the least common of the ten Forms, and no examples have occurred so far. For the sake of completeness, however, a brief comment is presented here.

Form IX verbs are characterized by having stems with the last radical doubled, for example

<u>Perfect</u>	<u>Imperfect</u>	
أَحْمَرَّ	يَحْمَرُّ	'to turn red; to blush'

The initial hamza of the perfect tense is elidable.

Most Form IX verbs are based on adjectives which denote colors or physical and mental defects, and have the meaning "to become (what the adjective denotes)". Examples:

<u>Adjective</u>		<u>Form IX verb</u>	
أَحْمَرُّ	'red'	أَحْمَرَّ	'to become red; to blush'
أَسْوَدُّ	'black'	أَسْوَدَّ	'to turn black'
أَحْوَلُّ	'crosseyed'	أَحْوَلَّ	'to become crosseyed'

Form IX verbs have the patterns -FMaLL- (perfect tense) and -FMaLiL- (imperfect tense); the verbal noun has the pattern (?i)FMiLaaL, for example إِحْمِرَارٌ 'turning red; blushing'. The initial hamza is elidable. Further examples and complete conjugations are given in Lesson 35. C.1.

4. Form X verbs and verbal nouns

a. Form

Form X verbs are characterized by having stems beginning with sta- for example

<u>Perfect</u>	<u>Imperfect</u>	
اسْتَقْبَلَ	يَسْتَقْبِلُ	'to meet'

The perfect stem has the pattern (?i)staFMaL-, as in اسْتَقْبَلَ 'he met', stem (?i)staqbal-. The initial hamza is elidable, and the form is written

with a waṣla when not first in the sentence: وَأَسْتَقْبِلُ 'and he met', pronounced wastaqbalā. Both the stem vowel and the preceding vowel are always a. The imperfect stem has the pattern -staFMiL-, as in يَسْتَقْبِلُ 'he meets', stem -staqbil-. The first vowel is always a, the stem vowel always i.

Following is a chart showing the perfect and the imperfect indicative, subjunctive, and jussive forms of استقبل.

	Perfect	Imperfect		
		Indicative	Subjunctive	Jussive
<u>Singular</u>				
3 M	اِسْتَقْبَلَ	يَسْتَقْبِلُ	يَسْتَقْبِلُ	يَسْتَقْبِلْ
F	اِسْتَقْبَلَتْ	تَسْتَقْبِلُ	تَسْتَقْبِلُ	تَسْتَقْبِلْ
2 M	اِسْتَقْبَلْتَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا
F	اِسْتَقْبَلْتُمَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا
1	اِسْتَقْبَلْتُ	أَسْتَقْبِلُ	أَسْتَقْبِلُ	أَسْتَقْبِلْ
<u>Dual</u>				
3 M	اِسْتَقْبَلَا	يَسْتَقْبِلَانِ	يَسْتَقْبِلَانِ	يَسْتَقْبِلَا
F	اِسْتَقْبَلْتَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا
2	اِسْتَقْبَلْتُمَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا
<u>Plural</u>				
3 M	اِسْتَقْبَلُوا	يَسْتَقْبِلُونَ	يَسْتَقْبِلُوا	يَسْتَقْبِلُوا
F	اِسْتَقْبَلْنَ	يَسْتَقْبِلْنَ	يَسْتَقْبِلْنَ	يَسْتَقْبِلْنَ
2 M	اِسْتَقْبَلْتُمْ	تَسْتَقْبِلُونَ	تَسْتَقْبِلُوا	تَسْتَقْبِلُوا
F	اِسْتَقْبَلْتُنَّ	تَسْتَقْبِلْنَ	تَسْتَقْبِلْنَ	تَسْتَقْبِلْنَ
1	اِسْتَقْبَلْنَا	نَسْتَقْبِلُ	نَسْتَقْبِلُ	نَسْتَقْبِلْ

The verbal noun of Form X verbs has the pattern (?i)stifMaal, for example اِسْتِقْبَالٌ 'meeting, receiving'. Again here the initial hamza is elidable: بَعْدَ اِسْتِقْبَالِ الزَّوَارِ 'after meeting the visitors'.

Now do Drills 1, 2, and 3 (on tape).

b. Meaning

The characteristic prefix of Form X st- is composed of s and t. The s has causative meaning, and is equivalent to the causative ʔ of Form IV; t is the reflexive affix found in Forms V, VI and VIII. Form X then is, basically, causative-reflexive of I or reflexive of IV. In the following discussion, verbs are given for illustrative purposes only and will not necessarily be used for drill in this book.

(1) Causative-reflexive of Form I.

I	(بَر)	وَطَنَ	'to dwell, reside (in)'
X		اِسْتَوَطَنَ	'to settle down permanently in'

The Form X verb can be analyzed as meaning to "cause oneself to dwell in"; the main difference between this and Form I is an element of volition or deliberate intent. (This feature of volition also characterizes some Form V verbs, e.g. مَشَى 'to walk' and تَمَشَّى 'to go for a walk, stroll'.)

(2) Reflexive of IV

IV		أَعَدَّ	'to prepare' (s.th.)
X		اِسْتَعَدَّ	'to ready' (o.s.), 'get ready'

As in Form VIII, the reflexive t in some X verbs has middle meaning--doing something for one's own benefit. X in this middle meaning may be related to I and/or IV; for example:

I	عَمِلَ	'to do, act, work'	I	عَادَ	'to come, go back'
IV	أَعْمَلَ	'to put to work, operate'	IV	أَعَادَ	'to send back'
X	اِسْتَعْمَلَ	'to put to work for oneself, use'	X	اِسْتَعَادَ	'to cause to come back to oneself = to regain, recapture' (s.th.)

IV	أَفَادَ	'to benefit, be of use to' (s.o.)
X	اِسْتَفَادَ (من)	'to benefit (from), take advantage (of)' (s.th.)

(3) Estimative of I: to consider s.o. or s.th. to be such-and-such.

I	غَرِبَ	'to be strange'
X	اِسْتَغَرَبَ	'to find (s.th.) strange'
I	حَسُنَ	'to be good, nice, proper'
X	اِسْتَحْسَنَ	'to deem (s.th.) nice, approve of, come to like'

(4) Requestative of I or IV

I	نَجَدَ	'to help, assist'
X	اِسْتَنْجَدَ	'to ask for help'
IV	أَجَرَ	'to rent out to' (lessor)
X	اِسْتَأْجَرَ	'to hire from' (lessee)
IV	أَعَارَ	'to lend'
X	اِسْتَعَارَ	'to borrow'
I	فَهِمَ	'to understand'
IV	أَفْهِمَ	'to make (s.o.) understand'
X	اِسْتَفْهِمَ (عن)	'to inquire (about)'

(5) Appointive: to appoint someone as (s.th.), based on Form I or nouns, e.g.

I	خَلَفَ	'to be the successor of'
X	اِسْتَخْلَفَ	'to appoint (s.o.) as successor'
Noun	وَزِيرٌ	'(cabinet) minister'
X	اِسْتَوْزَرَ	'to appoint (s.o.) as (cabinet) minister'

(6) Denominative: verbs based directly on nouns, e.g.

Noun	حَجَرٌ 'rock, stone'
X	اسْتَحَجَرَ 'to turn to stone'

Now do Drills 1, 2 and 3.

Drill 1. Written. Recognition.

Give the Form X verb and verbal noun for the following roots and look up the meaning of the verb in the dictionary.

<u>Meaning</u>	<u>Verbal Noun</u>	<u>Verb</u>	<u>Root</u>
			عَجَب
			عَمِلَ
			خَرَجَ
			خَدِمَ
			فَهِمَ
			ضَحَكَ
			سَلِمَ
			صَبَبَ
			شَرَكَ
			قَبِلَ

Drill 2. (On tape) Conjugation: Form X

Drill 3. (On tape) Substitution: Form X

5. Form I to X verbs: Summary

Presented below is a brief summary of the patterns of verbs of Form I to Form X. These verbs fall into four groups, those of each group having certain features in common.

a. Form I

- (1) Perfect stem vowel: u, a, or i
- (2) Imperfect stem vowel: u, a, or i
- (3) Vowel of imperfect subject marker: a
- (4) Verbal noun: various patterns

The main perfect-imperfect stem vowel combinations are:

	<u>Perfect</u>	<u>Imperfect</u>
<u>a</u> - <u>u</u>	<u>FaMaL-</u> كَتَبَ	<u>-FMuL-</u> يَكْتُبُ 'to write'
<u>a</u> - <u>a</u>	زَهَبَ	<u>-FMaL-</u> يَذْهَبُ 'to go'
<u>a</u> - <u>i</u>	عَرَفَ	<u>-FMiL-</u> يَعْرِفُ 'to know'
<u>i</u> - <u>a</u>	<u>FaMiL-</u> شَرِبَ	<u>-FMaL-</u> يَشْرَبُ 'to drink'
<u>u</u> - <u>u</u>	<u>FaMuL-</u> كَبُرَ	<u>-FMuL-</u> يَكْبُرُ 'to grow big'

b. Forms II, III, IV

- (1) Perfect stem vowel: a
- (2) Imperfect stem vowel: i
- (3) Vowel of imperfect subject marker: u
- (4) Verbal noun: See each Form below

Form II: Doubled middle radical

<u>Perfect</u>	<u>Imperfect</u>	<u>Verbal noun</u>
<u>FaMMaL-</u> دَرَسَ	<u>-FaMMiL-</u> يُدَرِّسُ	<u>taFMiiL</u> تَدْرِيسٌ 'to teach'

Form III: Long vowel after first radical

<u>FaaMaL-</u>	<u>-FaaMiL-</u>	<u>muFaaMaLa(t)</u>	
سَاعِدْ	يُسَاعِدُ	مُسَاعِدَةٌ	'to help'

(Verbal noun in some cases may also be FiMaaL, as in رِفَاعٌ 'defense')

Form IV: Prefix ?a- in perfect

<u>?aFMaL-</u>	<u>-FMiL-</u>	<u>?iFMaaL</u>	
أَكْمَلَ	يُكْمِلُ	إِكْمَالٌ	'to complete'

The initial hamzas are not elidable.

c. Forms V and VI

- (1) Perfect stem vowel: a
- (2) Imperfect stem vowel: a
(perfect and imperfect stems are same)
- (3) Vowel of imperfect subject marker: a
- (4) Verbal noun: see each Form below (stem vowel: u)

Form V: Prefix ta- and doubled middle radical

<u>Perfect</u>	<u>Imperfect</u>	<u>Verbal noun</u>	
<u>taFaMMaL-</u>	<u>-taFaMMaL-</u>	<u>taFaMMuL</u>	
تَعَلَّمَ	يَتَعَلَّمُ	تَعَلُّمٌ	'to learn'

Form VI: Prefix ta- and long vowel after first radical

<u>taFaaMaL-</u>	<u>-taFaaMaL-</u>	<u>taFaaMuL</u>	
تَعَاوَنَ	يَتَعَاوَنُ	تَعَاوُنٌ	'to cooperate'

d. Forms VII, VIII, IX, X

- (1) Perfect stem vowel: a
- (2) Perfect forms begin with elidable hamza.
- (3) Imperfect stem vowel: i (for Form IX see 35.C.1)

(4) Vowel of imperfect subject marker: a

(5) Verbal nouns: All begin with elidable hamza; all have i as next to last vowel and aa as last vowel.

Form VII: Prefix -n-

<u>Perfect</u>	<u>Imperfect</u>	<u>Verbal noun</u>
<u>-nFaMaL-</u>	<u>-nFaMiL-</u>	<u>-nFiMaal</u>
انْصَرَفَ	يَنْصَرِفُ	انْصِرَافٌ 'to go away'

Form VIII: Infix -t- after first radical

<u>-FtaMaL-</u>	<u>-FtaMiL-</u>	<u>-FtiMaal</u>	
اجْتَمَعَ	يَجْتَمِعُ	اجْتِمَاعٌ	'to meet, gather together'

Form IX: Doubled last radical

<u>-FMaLL-</u>	<u>-FMaLiL-</u>	<u>-FMiLaal</u>	
احْمَرَّ	يَحْمَرُّ	احْمِرَارٌ	'to blush'

Form X: Prefix -st-

<u>-staFMaL-</u>	<u>-staFMiL-</u>	<u>-stiFMaal</u>	
اسْتَقْبَلَ	يَسْتَقْبِلُ	اسْتِقْبَالٌ	'to meet, receive'

Now do Drill 4.

Drill 4. (Also on tape) Transformation: Negation with لَمْ + jussive

Ex. 'The revolutionaries succeeded in realizing their demands.' →
لم ينجح الثوريون في تحقيق طلباتهم.
'The revolutionaries did not succeed in realizing their demands.'

- ١ - المهندسون الاجانب اشرفوا على بناء القناة الجديدة .
- ٢ - تطوّر اقتصاد ذلك البلد اثناء السنوات الخمس الاخيرة .

- ٣ - تناولنا موضوع النهضة العربية في المجلة التي انشأناها .
- ٤ - استقبلت الاديب المشهور صباح اليوم في بيتي .
- ٥ - تابعا قراءة مذكرات القائد الذي ساعد على تحقيق النهضة القومية .
- ٦ - حددت الوزارة مناهج للتقدم الاقتصادي .
- ٧ - الجزبان عقدا مؤتمريهما في هذه المدينة .
- ٨ - استمع الطلاب لمحاضرة الاديب الكبير .

6. How to read years in dates

The year in a date is normally read in one of the following ways:

- (1) Preceded by the phrase 'in the year of ...' في سَنَةٍ ... , for example:

'in 1975' في سَنَةٍ ١٩٧٥

في سَنَةِ أَلْفٍ وَتِسْعِمِئَةٍ وَخَمْسٍ وَسَبْعِينَ

The noun سَنَةٍ in such phrases is the first term of an idāfa; this idāfa has several second terms (connected by وَ). The second terms are: أَلْفٍ , تِسْعٍ , خَمْسٍ , and سَبْعِينَ , and these are consequently all genitive (تِسْعٍ is genitive because it is the second term of an idāfa with سَنَةٍ). Further, خَمْسٍ has its masculine form in reverse agreement with سَنَةٍ , as do all numbers from "three" to "ten" (see 21. C. 6).

- (2) Preceded by the word سَنَةٍ in the accusative case (adverbial of time). All other details are exactly as above:

'in 1975' سَنَةٍ ١٩٧٥

سَنَةِ أَلْفٍ وَتِسْعِمِئَةٍ وَخَمْسٍ وَسَبْعِينَ

- (3) Preceded by the phrase 'in the year of...' في عامٍ . All other

details are as above, except that, since عام is a masculine noun, خَمْسَة now has its feminine form:

'in 1975' في عام ١٩٧٥
في عام أَلْفٍ وَتِسْعِمِئَةٍ وَخَمْسَةِ وَسَبْعِينَ

(4) Preceded by عام in the accusative case. Other details are as in (3) above.

'in 1975' عام ١٩٧٥
عام أَلْفٍ وَتِسْعِمِئَةٍ وَخَمْسَةِ وَسَبْعِينَ

Additional examples:

في عام ١٠١٢ = (في عام أَلْفٍ وَاثْنَيْ عَشَرَ)
سنة ١٨١٥ = (سَنَةِ أَلْفٍ وَثَمَانِي مِئَةٍ وَخَمْسِ عَشْرَةٍ)

Now do Drill 5.

Drill 5. Written: Years

Vowel the following phrases; then write the years in Arabic numerals.

Ex.

في سَنَةِ أَلْفٍ وَثَمَانِي مِئَةٍ وَتِسْعٍ وَسِتِّينَ = ١٨٦٩

١ - سنة سبع مئة واحد عشر

٢ - في عام الف وستة وستين

٣ - في سنة ست مئة واثنين وعشرين

٤ - عام الف وسبع مئة وثمانية وتسعين

٥ - سنة الف واثنين .

٦ - في عام الف ومئة وستة وخمسين

D. Comprehension passage

د - نصوص للفهم :

Read the following passage and then do Drill 6.

نابليون ومحمد علي

كان نابليون قائد الحملة الفرنسية التي فتحت مصر. وقد أرسلت Napoleon; campaign, military expedition

Lord Nelson;

to ex- بریطانيا الى الاسكندرية حَمْلَةً اخرى قاشدها اللورد نلسون لإخراج الفرنسيين
pel

من مصر . لكن نلسون لم ينجح في ذلك .

from رحل نابليون عن مصر بعد وقت قصير ، واصبح "كليبر" قائدا للحملة
الفرنسية .

حكم الفرنسيون مصر ثلاثة اعوام ونصف عام ، ثم رحلوا عنها فحكمها

محمد علي الذي عمل على نشر التعليم بين المصريين ، فارسل عددا من

ordinary people أبناء الشعب الى اوربا للحصول على شهادات جامعية . رجع هؤلاء الرجال

الى مصر بعد ان اكملوا دراستهم ، وساعدوا على تقدم البلاد . وقد أثرت

civilization الحضارة الاوربية على مصر تأثيرا كبيرا في زمن محمد علي ، ولا يزال

تأثيرها عظيما .

Drill 6. Written.

أسئلة :

١ - من القائد الفرنسي الذي فتح مصر؟ من أصبح قائدا بعده ؟

٢ - ماذا فعلت بريطانيا بعد ان فتحت فرنسا مصر ؟

٣ - كم عاما حكم الفرنسيون مصر ؟

٤ - من حكم مصر بعد رحيل الفرنسيين ؟

٥ - الى اين ذهب المصريون للدراسة ؟

٦ - هل تأثر العرب بأوربا في زمن محمد علي؟

E. General Drills

ه - تمارين عامة :

Drill 7. Transformation: Noun → pronoun.

Substitute the correct pronoun for the underlined item and make any other necessary changes. Ex.

'He offered him food' →

قدّم له الطعام .

'He offered it to him.'

قدّمه له .

- ١ - يشرف هذا الاديب الكبير على كتابة المقالات .
- ٢ - تم حفر القناة في سنة ١٨٦٩ .
- ٣ - تطورت مصر وغير مصر من البلاد العربية تطورا كبيرا .
- ٤ - المستشرقون يحترمون العرب احتراماً عظيماً .
- ٥ - اعجبني جمال بلدك وآثار بلدك .
- ٦ - يعتبر المفكرون القومية نهضة هامة .
- ٧ - شعر نازك الملائكة جميل جداً .
- ٨ - حضر الطلاب وغير الطلاب الى الاجتماع الذي انعقد أمس .
- ٩ - ذهبنا الى السينما بالسيارة لمشاهدة الفلمين الاجنبيين .
- ١٠ - قدم له القهوة .
- ١١ - كلام الاستاذ في هذا الموضوع هام جداً .

Drill 8. Written. Completion: Positive → elative

Fill in the blanks below, as in the example.

'This student is younger than that one.'

هذا الطالب اصغر من ذلك الطالب .
comp.

'Indeed, he is the youngest student in the class.'

بل هو اصغر طالب في الصف . (صغير)
noun super.

- ١ - نهر النيل — من الامازون . بل هو — — في العالم . (طويل)
- ٢ - السد العالي — من سد اسوان . بل هو — — على النيل . (كبير)
- ٣ - هذه الابنية — من تلك الابنية . بل هي — — في المدينة . (عالية)
- ٤ - اللغة العربية — من اللغة الفرنسية . بل هي — — درستها . (صعب)
- ٥ - هذه الجملة — من تلك . بل هي — — في الدرس . (قصير)

Drill 9. Embedding: Nominalizers

Combine the two sentences or phrases using the correct nominalizer and making all necessary changes: Ex. إِنَّ , أَنَّ , أَنْ

'All rights are provided to the people.' (must) →

تتوفر كل الحقوق للشعب (يجب) ←

'All rights must be provided to the people.'

يجب أن تتوفر كل الحقوق للشعب •

'The Orientalists respect the Arabs.' (We know) →

يحترم المستشرقون العرب (نعرف) ←

'We know that the Orientalists respect the Arabs.'

نعرف أن المستشرقين يحترمون العرب •

- ١ - التعاون بين الغرب والشرق الاوسط أمر هام . (يعتقد المفكرون)
- ٢ - سيشرف المهندس على بناء المدرسة الجديدة • (قال المهندس)
- ٣ - يحدد الحزب منهج تطوره • (يجب)
- ٤ - يتأثر الشعر العربي تأثرا كبيرا بالنهضة القومية . (اعرف)
- ٥ - الحكومة تمنح الشعب حق انتخاب الرئيس . (طالبوا به)
- ٦ - يعتمدون على مساعدة اصدقائهم • (قالوا)
- ٧ - هذه المجلة تنشر مقالات تتناول هذا الموضوع • (اخبرني به)
- ٨ - اعمل على اكمال دراستي الجامعية • (طلب استاذي)
- ٩ - خدم ذلك القائد المشهور بلده وقتا طويلا • (قرأت)

Drill 10. Transformation and translation: عند + verbal noun

Change the construction عند + verbal noun to عندما + verb. Translate the sentences.

'Muhammad Ali governed Egypt when the French left.'

حكم محمد علي مصر عند رحيل الفرنسيين
عنها •

حكم محمد علي مصر عندما رحل
الفرنسيون عنها •

- ١ - أنشأ مجلة ادبية عند حصوله على شهادة الماجستير .
- ٢ - يسرع الهدوء الى الترحيب بالزائر عند اقباله عليهم .
- ٣ - قابلتهم عند حضوري الاجتماع في القاهرة .
- ٤ - استقبل الرئيس النساء عند نجاحهن في تحقيق طلباتهن .
- ٥ - كتب لي رسالة عند انتقاله الى مدينة اخرى .

Drill 11. (On tape) Dictation/translation.

Drill 12. Written. Translation.

1. That author (m.) is one of the leaders of the modern literary movement.
2. Do you know the woman who started this women's magazine?
3. Al-Ahram is the newspaper that my friend (m.) works for ("in") sometimes.
4. Upon our arrival we met two orientalists who spoke Arabic.
5. I believe that the right to work is among the most important rights which Arab women are demanding.
6. What is the most important concept that this writer discusses in his book?
7. The company manager met with all the employees whose families were leaving the country.
8. You must respect your parents, Hind. They are ready to help you at any time
9. The economy of the U.S. has been greatly affected by the development of international commerce.
10. Sixteen students in the class passed the exam and three did not. Those who passed the exam will be able to graduate next month.

حِكْم

- ١ - اجعل لكل شيء وقتاً .
- ٢ - قال أفلاطونُ : اعرف نفسك !
- ٣ - احكم على نفسك قبل أن يحكم عليها غيرك .
- ٤ - فَتِّشْ عَنْ الْجَارِ قَبْلَ الدَّارِ .
- ٥ - أكرم والديك .
- ٦ - لا تمنع الخير عن أهله .
- ٧ - لا تؤجل عمل اليوم الى الغد .
- ٨ - لا تقاوموا الشر بالشر بل قاوموه بالخير .
- ٩ - لیسع الاهناء تَأْدِيبَ الوالد .
- ١٠ - قال سُلَيْمَانُ الْحَكِيمُ قديماً : لِيَمْدَحْكَ الْغَرِيبَ لَا فَمَكَ .
- Plato
- look for
- discipline
- praise

A. Basic text

Words of Wisdom

1. Make time for everything.
2. Plato said, "Know thyself."
3. Judge yourself before someone else judges you.
4. Look for the neighbor before (you look for) the house.
5. Honor your parents.
6. Don't forbid good things to those who deserve them.
7. Don't put off today's work until tomorrow.
8. Don't fight evil with evil but rather (fight it) with good.

9. Let the sons heed the chastisement of the father.
10. Solomon the Wise said of old, "Let the stranger praise you, not your own mouth."

B. Vocabulary

ب - المفردات

حِكْمَةٌ - حِكْمٌ	saying, word of wisdom
إِجْعَلْ	make! (imperative)
جَعَلَ - ، جَعَلٌ	to make, render, create
اعْرِفْ	know! (imperative)
نَفْسٌ - أَنْفُسٌ	(f.) soul; self
أَحْكَمْ عَلَى ..	judge...! (imperative)
حَكَمَ - ، حُكْمٌ (عَلَى)	to judge, pass judgment (on)
جَارٌ - جِيرَانٌ	neighbor
دَارٌ - دُورٌ	(f.) house
أَكْرِمْ	honor! (imperative)
وَالِدَانِ	(d.) parents
وَالِدٌ	father (f. = 'mother')
لَا تَمْنَعْ .. عَنْ	don't deny (s.th.) to (s.o.)
مَنْعَ - ، مَنَعَ (عَنْ ، مِنْ)	to deny, prevent, forbid (s.th.) (to s.o.)
خَيْرٌ - خَيْرٌ	good thing; property; welfare
أَهْلٌ - وَنٌ ، أَهَالٍ	people, family; owners; deserving
لَا تُؤَجِّلْ	don't postpone
أَجَلٌ ، تَأْجِيلٌ	II to postpone, delay,
لَا تُقَاوِمُوا	don't fight, oppose!
قَاوَمَ ، مُقَاوَمَةٌ (بِ-)	III to resist, oppose; to fight (with)
شَرٌّ - شُرُورٌ	evil, wickedness
لِ-	(imperative particle; see C.3 below)

سُلَيْمَانُ الْحَكِيمُ	Solomon the Wise
غَرِيبٌ - غُرْبًا	stranger (n.); strange (adj.)
فَمٌّ - أَفْوَاهٌ	mouth

Additional Vocabulary

أَخَذَ ، أَخْذٌ	to take
رَأْسٌ - رُؤُوسٌ	(m. or f.) head
قَلْبٌ - قُلُوبٌ	heart
أُذُنٌ - آذَانٌ	(f.) ear
عَيْنٌ - عُيُونٌ	(f.) eye
يَدٌ - أَيْدٍ ، أَيَادٍ	(f.) hand (nisba: يَدَوِيّ 'manual')
رَجُلٌ - أَرْجُلٌ	(f.) leg, foot

Note:

Most parts of the body that occur in pairs are feminine, such as عَيْنٌ 'eye', أُذُنٌ 'ear', يَدٌ 'hand' and رَجُلٌ 'foot' above.

C. Grammar and drills

ج - القواعد والتمارين

1. The imperative mood: Positive commands
2. The jussive mood: Negative commands
3. The jussive mood: Indirect commands

1. The imperative mood: Positive commands

The imperative mood of the verb is used in giving someone a positive command or request, for example اُكْتُبْ هَذِهِ الْحُمْلَةَ! 'Write this sentence!' (For negative commands, see the following note.) The imperative is formed from the second person jussive forms by the following steps:

- (1) Remove the subject marker prefix.
- (2) If the resultant form begins with a single consonant, then that form is the imperative with no further modification. For example, the second

person masculine singular jussive of دَرَسَ 'to teach' is تُدَرِّسْ. Remove the subject-marker tu-, and you have دَرِّسْ. This begins with one consonant; thus it is the (2 m.s.) imperative form "teach!" The chart below shows the five second-person jussive and imperative forms of this verb:

	<u>Jussive</u>	<u>Imperative</u>	
2 MS	تُدَرِّسْ	دَرِّسْ	
2 FS	تُدَرِّسِي	دَرِّسِي	
2 D	تُدَرِّسَا	دَرِّسَا	'teach!'
2 MP	تُدَرِّسُوا	دَرِّسُوا	
2 FP	تُدَرِّسْنَ	دَرِّسْنَ	

Other examples of imperatives similarly formed from the second person jussive are as follows (all m.s. forms)

<u>Jussive</u>	<u>Imperative</u>	
تَقَرَّرْ	قَرَّرْ	'decide!'
تُسَاعِدْ	سَاعِدْ	'help!'
تَتَكَلَّمْ	تَكَلَّمْ	'speak!'
تَتَعَاوَنْ	تَعَاوَنْ	'cooperate!'

(3) In many verbs, however, the removal of the subject-marker prefix leaves a form beginning with two consonants. (For example: the 2 m.s. jussive of كَتَبَ 'to write' is تَكْتُبْ. Remove the subject-marker ta-, and you have كْتُبْ -ktub.) In such cases, hamza with a vowel must be prefixed (Arabic does not permit initial CC sequences), as follows:

(a) In the case of Form IV verbs only, prefix أَ ʔa-. This hamza is never elided (i.e. dropped). Examples:

<u>Jussive</u>	<u>Imperative</u>	
تُكْمِلْ	أَكْمِلْ	'complete!'
تُكْرِمْ	أَكْرِمْ	'honor!'

(b) In the case of other stems beginning with two consonants, prefix ²أ ?u- if the following stem vowel is u (this occurs only in some Form I verbs) and ا ?i- in all other cases. These hamzas are elidable. Examples:

<u>Jussive</u>	<u>Imperative</u>	
تَكْتُبْ	اُكْتُبْ	'write!'
تَدْرُسْ	اُدْرُسْ	'study!'
تَرْجِعْ	ارْجِعْ	'return!'
تَذْهَبْ	اِذْهَبْ	'go!'
تَنْصَرِفْ	انْصَرِفْ	'go away!'
تَسْتَمِعْ	اِسْتَمِعْ	'listen!'
تَسْتَغْمِلْ	اِسْتَغْمِلْ	'use!'

The verbs أَكَلَ 'to eat' and أَخَذَ 'to take' have irregular imperatives, as follows:

2 MS	خُذْ	} 'take!'	كُلْ	} 'eat!'
2 FS	خُذِي		كُلِي	
2 D	خُذْ اِ		كُلَا	
2 MP	خُذُوا		كُلُوا	
2 FP	خُذْنَ		كُلْنَ	

Shown below are examples of imperative forms in sentences:

• اِذْهَبْ إِلَى اللَّوْحِ وَاكْتُبْ هَذِهِ الْكَلِمَاتِ .	'Go to the board and write these words.'
• اُدْرُسِ الدَّرُوسَ كُلَّهَا يَا سَامِي .	'Study all the lessons, Sami.'
• كُلِي الْكُبَّةَ وَأَشْرَبِي الْقَهْوَةَ يَا كَرِيمَةَ .	'Eat the kubba and drink the coffee, Karima.'
• أَكْمِلَا عَمَلَكُمَا !	'Finish your work!'
• خُذُوا فَرِيدَةَ مَعَكُمْ .	'Take Farida with you!'
• اِبْحَثُوا عَنِ الْكُتُبِ .	'Look for the books!'
• اِسْتَمِعْ إِلَى الْمُحَاضَرَةِ وَارْتَبِئْ مَقَالَةً عَنْهَا .	'Listen to the lecture and write an article about it.'

Imperatives, like any verb form, may have pronoun suffixes as objects:

2 MS	سَاعِدْنِي	'Help me.'
2 FS	أَكْرِمِيهِمْ	'Honor them.'
2 D	دَرِّسَاهُ	'Teach him.'
2 MP	خُذُونَا	'Take us.'
2 FP	اسْتَقْبِلْنَاهَا	'Meet her.'

Now do drills 1, 2, and 3.

Drill 1. Recognition: Commands.

The teacher addresses the following commands to one or more members of the class, who carry them out. Note that alternate imperatives are given where appropriate.

- ١ - اذهب الى اللوح • (اذهبي ، اذهبا ، اذهبوا ، اذهبن)
- ٢ - اكتب اسمك على اللوح • (اکتبي ، اکتبا ، اکتبوا ، اکتبن)
- ٣ - خذ هذا القلم • (خذي)
- ٤ - اسأل جارك عن عائلته • (اسألني)
- ٥ - اقرأ الجملة الاولى من النص الاساسي • (اقرئي)

٦ - انصرف من الصف • (انصرفى ، انصرفا ، انصرفوا ، انصرفن ،
(ثمّ ارجع) •

٧ - انظر من الشباك • (انظرى ، انظرا ، انظروا ، انظرن)

٨ - خذ ورقة واكتب كلمة عربية عليها • (خذي أكتبي)

Drill 2. Written. Transformation: Jussive → imperative.

Provide the appropriate imperative form for each of the jussives given below, and then use each in a short command. Ex:

'You (m.p.) study' (jussive) → تدرسوا :

'Study your lessons!' ادرسوا دروسكم !

تقدّموا تبحّث تستمعوا

تتعاونوا تمنحوا تشرب

تتناولي تعملي على تحترم

ترجّبا تستمع تنتظري

تساعدن تسألن تستقبل

تشرفوا على تسرعى الى تكرم

تنشئوا تخبري

Drill 3. (Also on tape) Transformation: Perfect → imperative

'You considered this application.' → نظرت فى هذا الطلب

'Consider this application.' أنظر في هذا الطلب •

١ - بحثت عن عمل جديد • ٢ - قرأت هذه الجملة •

٣ - أظهرتم له الترحيب • ٤ - استمعت الى المحاضرة •

- ٥ - درست درسك قبل وصوله .
- ٦ - حضرت الاجتماع .
- ٧ - ذهبت الى المسرح .
- ٨ - أكرمت الزائر .
- ٩ - حكمت على نفسك .
- ١٠ - طالبتهم بهذه الحقوق .

2. The jussive mood: Negative commands

The jussive mood of the verb, preceded by لا 'not' is used in giving a negative command or request (telling someone not to do something). The examples below show the contrast between positive commands (for which imperative forms are used) and negative commands (لا plus jussive forms):

	<u>Positive</u>		<u>Negative</u>	
2 MS	دَرِّسْ	'teach!'	لا تَدْرِسْ	'don't teach!'
2 FS	تَكَلِّمِي	'speak!'	لا تَتَكَلَّمِي	'don't speak!'
2 D	اُكْتُبْ	'write!'	لا تَكْتُبْ	'don't write!'
2 MP	اِذْهَبُوا	'go!'	لا تَذْهَبُوا	'don't go!'
2 FP	خُذْ	'take!'	لا تَأْخُذْ	'don't take!'

Some illustrative sentences containing negative imperatives are shown below:

لا تَتَكَلَّمُوا الْإِنْكِلِيزِيَّةَ هُنَا .	'Don't speak English here.'
لا تَشْرَبِ الْقَهْوَةَ بَعْدَ السَّاعَةِ الْعَاشِرَةِ مَسَاءً .	'Don't drink coffee after ten o'clock in the evening.'
لا تَتْرُكِينَا يَا سَمِيرَةُ .	'Don't leave us, Samira!'
لا تُعَيِّنْهُمْ مُدَرِّسِينَ .	'Don't appoint them (as) teachers.'

Drill 4. (Also on tape) Transformation: Positive → negative imperative.

'Go with him!' → اذهب معه! ←

'Don't go with him!' لا تذهب معه!

١ - اشرب الماء! ٥ - اسألها عن دراستها!

٢ - احكم على نفسك! ٦ - اعملوا على تقدم الوضع

٣ - سافروا بالوتوبيس! ٥ - الاقتصادي فقط

٤ - ابحث الوضع السياسي! ٧ - اعدوا الاجتماع هنا مساء غد!

Drill 5. Transformation: Statement → imperative → negative imperative.

'You (m.s.) returned to your country.' → رجعت الى بلدك. ←

'Return to your country.' → ارجع الى بلدك. ←

'Don't return to your country.' لا ترجع الى بلدك.

١ - جعلتم وقتا لذلك، ٦ - تركت عملك.

٢ - سافرت بالطائرة، ٧ - رحبت به.

٣ - اعتمدت عليه، ٨ - نظرت في هذا الامر.

٤ - ذكرت ذلك الامر، ٩ - اخذتها.

٥ - انصرفتم من البيت، ١٠ - ربطتموهم.

3. The jussive mood: Indirect commands

As the preceding note showed, the jussive mood is used in giving direct negative commands. The jussive, usually preceded by the particle لِ is also used in giving indirect commands or suggestions. With a first person plural form, this corresponds to an English "let's" construction:

لِنَذْهَبْ .	'Let's go.'
لِنَأْكُلْ هُنَا .	'Let's eat here.'

It is rarely used with the second person, in which case it becomes a polite command. With a third person form, it corresponds to English "have, let, make (s.o. do s.th.)":

لِيَنْصَرِفْ .	'Have him go away.'
لِيَسْتَمِعَا لِلْمُحَاضَرَاتِ .	'Let them (d.) listen to the lectures.'
لِيَدْرُسُوا أَكْثَرَ .	'Make them (m.p.) study more.'

All these constructions are very commonly preceded by فَ 'and, so'; the vowel of لَ is then dropped. This فَ is often better left untranslated.

فَلْنَذْهَبْ .	'Let's go.'
فَلْيَكْتُبِ الْجُمْلَةَ بِالْعَرَبِيَّةِ .	'Have him write the sentence in Arabic.'

Drill 6. (Also on tape) Transformation: سَ + imperfect → لَ + jussive

- a. 'We're going to go to the movies.' → سَنَذْهَبُ إِلَى السِّينِمَا .
'Let's go to the movies.' فَلْنَذْهَبْ إِلَى السِّينِمَا .
- ١ - سنشرب قهوة عربية هناك . ٤ - سننتخب رئيس المؤتمر .
٢ - سنستقبل الرئيس في المطار . ٥ - سنكتب رسالة الى والدينا .
٣ - سنجتمع مع السياسيين اثناء اقامتهم هنا . ٦ - سنحدد مواعيد الامتحان .
- b. 'He will attend the meeting.' → سيحضر الاجتماع .
'Let him attend the meeting.' فليحضر الاجتماع .
- ١ - سيشارك في حفر القناة . ٤ - سيقاوم الشر بالخير .
٢ - سيشرفون على العمل . ٥ - سيتكلم مع المهندس بعد عشر دقائق .
٣ - سينصرفون قبل بدايــــــــــــة المحاضرة . ٦ - سيؤجل ذلك الى الغد .

D. Comprehension passage

د - نصوص للفهم :

Read the following passage; then do Drill 7, which is based on it.

speech; dean

خُطَابُ الْعَمِيدِ

أيها السيدات والسادة :

حضرت من بلاد كثيرة لتدرسوا وتحصلوا على شهادات جامعية .
والطلاب الاجانب يحضرون الى هذه الجامعة عاما بعد عام وكلّهم يسألون :
كيف ننجح في دراستنا وفي حياتنا هنا ؟

سيداتي وسادتي :

your
thinking
people

احكموا افواهكم وليكن تَفْكِركُمْ اكثر من كلامكم . فالفكر ينجح

ويحترم الناس آراءه .

اجعلوا لكل أمر وقتا : للدرس وقتا وللاصدقاء وقتا ، ولانفسكم

وقتاً . لا تؤجلوا الدراسة ولا تسمحوا للاصدقاء بأن يأخذوا من وقتها .

أيها السيدات والسادة : لكم حقوق وعليكم واجبات ، وليست

حقوقكم أكثر من واجباتكم . لا تطالبوا بحقوقكم حتى تؤدّوا واجباتكم .

أكرموا جيرانكم وأصدقاءكم ، فالجيران والاصدقاء أهل للغريب

the wise person

والحكيم يحترم أهله ويكرمهم .

لا تمدّحوا أنفسكم امام غيركم . فالغريب يرحب بالاحترام بل يطلبه

oblige, force

لكن آراءكم في انفسكم لا تفرض على غيركم ان يحترمواكم .

my children

أرجو لكم يا أبنائي كل نجاح . I wish, hope

Drill 7. Written. Paraphrasing.

Write briefly in English and then in Arabic what the dean said about:

- (a) thinking vs. speaking
- (b) rights vs. privileges
- (c) neighbors

E. General Drills

ه - التمارين العامة

Drill 8. (Also on tape) Transformation: Singular → plural

In each of the sentences below, replace the underlined word(s) or phrase(s) with the plural, making any necessary changes.

- ١ - هذا المهندس سيشارك في بناء السد .
- ٢ - سأشاهد فيلماً جميلاً في الصيف القادم .
- ٣ - الهدوي اكرم الزائر .
- ٤ - الهنت عملت في ذلك المصنع .
- ٥ - ساعد هذا النهر على تقدّم اقتصاد البلد .
- ٦ - قرّر منهج التعليم في المدرسة القومية .
- ٧ - الطالب مستعد لامتحان .
- ٨ - تعلّم الاديب لغة اجنبية .
- ٩ - في مقالتك فكرة هامة .
- ١٠ - النص يشمل جملة صعبة .

Drill 9. Written. Transformation: Singular → dual → plural

Replace the underlined word with the dual, then the plural, making any necessary changes.

- ١ - هذا هو قائد النهضة الادبية الذي قرأت مقالاته في الجريدة اليومية .
- ٢ - الدولة ستساعد الشركة على بناء مصنع حديث .
- ٣ - الحزب الرئيسي انتخب مرشحاً اثناء مؤتمره الصيفي .
- ٤ - هذه هي الرسالة التي كتبها الطالب .
- ٥ - الطالب الامريكي زاهب لزيارة ذلك البلد العربي .

Drill 10. (Also on tape) Transformation: Perfect → subjunctive with يجب أن

- ١ - تكلمتُ العربية كل يوم .
- ٢ - شاركتموه في عمله .
- ٣ - أصدر كتابها كل سنتين .
- ٤ - استقبلنا رئيس الجمهورية عند وصوله .
- ٥ - انتظرت اختها بعد الانصراف من الصف .

- ٦ - تناول هذا الموضوع في مقالته .
- ٧ - حدّدوا مواعيد الامتحانات هذا الصباح .
- ٨ - عقدنا اجتماعنا في مدينة قريبة من هنا .
- ٩ - انصرفتن في الساعة التاسعة والربع .
- ١٠ - منعتهن من حضور الاجتماع .

Drill 11. (Oral) Translation

1. Go (m.s.) with them to their house!
2. Help (m.s.) your father in his work!
3. Let's co-operate with our neighbors!
4. Finish (f.s.) your letter after the lecture!
5. Don't eat in that restaurant!
6. Don't read this sentence!

Drill 12. Written. Dictionary drill.

Look up each of the following verbal nouns in the dictionary. Give: 1) the verb it is derived from, 2) the meaning of the verb and 3) the imperative (2 m.s.) of the verb. Ex.

زهاب : زَهَبَ / 'to go' / اِزْهَبْ !

تزوج

مصادقة

تراسل

تفكير

اتباع

رسم

Drill 13. Completion. Vocabulary.

Make any necessary changes.

صحراء ، ترحيب ، حدّ ، مناهج ، السيطرة على ، انتخاب ، مذكرات ، الاعتماد
على ، مكانة ، مفكّر ، جمهورية ، إنّ ، اشرف ، منح ، رحل ، شعر ، أنّ ،
نهضة ، مجلة ، واجب ، حرّية .

- ١ - نجحت فرنسا وبريطانيا في ——— شركة قناة السويس .
- ٢ - يعتبرون هذا الرجل من أعظم ——— في العالم .
- ٣ - كان جمال عهد الناصر رئيس ——— مصر .
- ٤ - استمعت لمحاضرة الاستاذ وكتبت ——— كثيرة .
- ٥ - ——— المهندس على بناء السد الجديد على الامازون .
- ٦ - تقرر الوزارة ——— التعليم كل سنة .
- ٧ - ——— الحكومة الطلاب مساعدات كثيرة .
- ٨ - ستتمكن من ——— اصدقاءك المخلصين .
- ٩ - يعجبني كثيرا ——— نازك الملائكة .
- ١٠ - تعتقد نوال السعداوي انه من — ان تتوفر للنساء الحقوق المساوية
لحقوق الرجال .
- ١١ - حقّق المفكرون العرب ——— اديبة قومية في العالم العربي .
- ١٢ - شعب مصر يعتمد على مياه النيل الى ابعد ——— .
- ١٣ - ——— الشعب مرشح هذا الحزب رئيسا للجمهورية .
- ١٤ - يعتقدون ——— للثورة المصرية اهمية كبيرة جدّا في التاريخ
الحديث للشرق الاوسط .
- ١٥ - يسرع الهدوء الى ——— بالزائر وتقديم القهوة له .

أ - النص الأساسي

سوزان وعلي

كان اسمه علي . واسمها هي سوزان . الخرطوم . لندن . درست الفن
في مَعَهْدٍ سُلَيْد . درس العلوم السياسيّة في مَعَهْدٍ الاقتصاد بجامعة لندن . institute
قالت : " تزوّجني "
قال : " لا . صعب "
قالت : " لكنّي أحبّك "
قال : " وأنا ايضاً أحبّك . لكن ...
ومن ثمّ عادَ الى بلده . وأخذاً يتراسلان .
" لكنّي أحبّك يا علي "
" وأنا أحبّك يا سوزان . لكن ...
سِتّة اشهر .

كتبت تقول : " قابلت رجلاً . سأتزوّجه " .
كتب يقول : " لكنّي أحبّك يا سوزان " .
انقطعت الرسائل .
يفكّر بها في غالب الاحيان .
وتفكّر به من حين لآخر .
لكن ...

ل : الطيّب صالح
من: مُقَدِّمات مجلة حوار
السنة الرابعة ، العدد الثالث
آذار - نيسان ١٩٦٦ ، صَفْحَة ٤٠

A. Basic text

Suzanne and Ali

His name was Ali. And her name was Suzanne. Khartoum. London.
She studied art at Slade Institute. He studied political science at the
Institute of Economics at the University of London.
She said, "Marry me."
He said, "No. It's difficult."
She said, "But I love you."
He said, "And I love you, too. But..."
Then he returned to his country.
And they began to correspond.
"But I love you, Ali."
"And I love you, Suzanne. But..."
Six months.
She wrote saying, "I have met a man. I am going to marry him."
He wrote saying, "But I love you, Suzanne."
The letters stopped.
He thinks about her most of the time.
And she thinks about him from time to time.
But...

By: Al-Tayyib Ṣāliḥ

From: "Muqaddimāt"

Hiwār magazine, Vol. IV, No. 3 (March-April, 1966), p. 40.

B. Vocabulary

ب - المفردات :

سوزان Suzanne

علي Ali

فَنٌّ - فُنُونٌ	art (nisba: فَنِّيٌّ 'artistic; technical; professional')
عِلْمٌ (بِ) - عُلُومٌ	knowledge (of); science (nisba: عِلْمِيٌّ 'scientific, learned')
عَلِمَ - ، عَلِمَ	to know, have knowledge of
بِ	in
قَالَتْ	she said
تَزَوَّجَ ، تَزَوَّجَ / زَوَّجَ	V to marry
أُحِبُّ	I love; I like
حُبٌّ	love
أَيْضًا	also
مِنْ ثَمَّ	hence; then
أَخَذَ - ، أَخَذَ	to take; (with foll. indicative) to begin to (do s, th.) (imperative: خُذْ ، خُذِي ، خُذُوا)
تَرَاوَعَا ، تَرَاوَعَا	VI to correspond (with each other)
شَهْرٌ - أَشْهُرٌ	month
تَقُولُ	she says
يَقُولُ	he says
إِنْقَطَعَ ، إِنْقَطَعَ	VII to be cut off; to stop, come to an end
فَكَّرَ ، تَفَكَّرَ (بِ)	II to think (of, about)
غَالِبٌ	(with foll. gen.) most, majority of
حِينَ - أَحْيَانٌ	time; occasion

Additional Vocabulary

حَبِيبٌ - أَحِبَّاؤُ	beloved, sweetheart; dear
نَاسٌ ، أَنَاسٌ	(p.) people
رَغِبَ - ، رَغِبَ فِي	to desire, wish for
أَحَبَّ	IV he fell in love with, he loved; he took a liking to, he liked (f.s. = أَحَبَّتْ)

1. Independent pronouns used for contrast and emphasis
2. Verbs of beginning
3. The tenses: Past imperfect

1. Independent pronouns used for contrast and emphasis

Compare these two sentences:

كَانَ اسْمُهُ عَلِيَّ .	'His name was Ali.'
كَانَ اسْمُهَا هِيَ سُوْزَان .	' <u>Her</u> name was Suzanne.'

There is an opposition here between two pronouns:

اسْمُهُ	'his name'
اسْمُهَا	'her name'

English can emphasize this contrast by pronouncing the words in question louder--"his name and her name". (This is achieved in writing by underlining or italicizing.) In Arabic this emphasis is expressed by repeating the independent form of the pronoun after the pronoun suffix:

عَنْوَانُكَ أَنْتَ	'your address'	اسْمُهُ هُوَ	'his name'
بَيْتُنَا نَحْنُ	'our house'	اسْمُهَا هِيَ	'her name'
سَافِرٌ هُوَ وَرَجَعَتْ هِيَ . 'He left and she came back.'			

Now do Drill 1.

Drill 1. (Also on tape) Transformation: Pronouns for contrast and emphasis

Ex. 'His name is Ahmad and her name is Su'ad.' →

اسمه احمد واسمها سعاد . ←

'His name is Ahmad and her name is Su'ad.'

اسمه احمد واسمها هي سعاد .

١ - اعرفكم ولكن لا اعرفهم .

٢ - سافر عندما رجعت .

- ٣ - هذا القلم لي وليس لك .
- ٤ - سيارتي امام المتحف وسيارتكم امام بيتكم .
- ٥ - هذا رأينا .
- ٦ - نعتبره اعظم اديب في العالم .
- ٧ - لا تذهبن معها بل اذهبن معه .
- ٨ - تعجبنا المجلة ولكنها لا تعجبكم .
- ٩ - يعتقدون انها المرأة التي تحدثت الى المدير .

2. Verbs of beginning

The verb أَخَذَ means 'to take', as in هَلْ أَخَذَتِ الْقَلَمَ مَعَهَا ؟ 'Did she take the pencil with her?' The perfect tense of this verb, however, may be used with a following verb in the imperfect indicative, in which case it means "to begin..."; the second verb may be translated as an infinitive or as a participle. Both verbs agree with the subject, which is placed between them if expressed:

فَأَخَذَ النَّاسُ يُتَحَدَّثُونَ . 'Then the people began to talk to each other.'

أَخَذَا يُتَرَاوَعَانِ . 'They began to correspond (corresponding) with each other.'

There is a small group of verbs that, like أَخَذَ , take on the meaning of 'to begin' when followed by an imperfect indicative. Another common one is جَعَلَ 'to make', e.g.

جَعَلَ يَرْحَلُ فِي الصَّحَرَاءِ . 'He began to travel about in the desert.'

These verbs of beginning are synonymous with بَدَأَ 'to begin', but differ from it in that بَدَأَ always has the meaning 'to begin' whether in the perfect or imperfect tense; further, بَدَأَ may be followed by a verbal

noun instead of the indicative:

مَتَى سَيَبْدَأُونَ يَدْرُسُونَ ؟
مَتَى سَيَبْدَأُونَ الدِّرَاسَةَ ؟ } 'When are they going to start studying?'

بَدَأَ means 'to start with', as in

فَلْنَبْدَأْ بِالدَّرْسِ الرَّابِعِ . 'Let's start with the fourth lesson.'

Now do Drills 2 (on tape), 3, and 4.

Drill 2. (On tape) Conjugation: Verbs of beginning

Drill 3. Written. Transformation: Verbs of beginning

Ex. 'The two friends corresponded.' → تراسل الصديقان . (أخذ) ←
'The two friends began to correspond.' أخذ الصديقان يتراسلان .

- ١ - فكر فريد بها . (جعل)
- ٢ - تحدّث الناس عن الوضع الاقتصادي وعن السلام . (أخذ)
- ٣ - فعل كريم ذلك كل يوم . (بدأ)
- ٤ - درس الطلاب العربية في جامعة لندن . (أخذ)
- ٥ - بحثت المرأة عن عمل في هذه المدينة . (بدأ)
- ٦ - كتب المراسل مقالات في هذه المجلة . (جعل)
- ٧ - بذل الأطباء جهودا كبيرة في خدمة المجتمع . (أخذ)
- ٨ - تعاونت الدولتان في هذا الامر الهام . (جعل)
- ٩ - بحثت الشركة عن الماء في الصحراء . (بدأ)

Drill 4. Transformation: Verb → Verbal Noun

Ex. 'When are you going to start studying?' متى ستبدأ تدرس ؟ ←
متى ستبدأ الدراسة ؟

- ١ - بدأ يعمل هذه السنة .
- ٢ - بدأ يدرس الأدب الفرنسي .
- ٣ - هل سيبدأون يحفرون القناة الجديدة قريباً ؟
- ٤ - بدأت ادرس في مدرسة ثانوية سنة ١٩٦٩ .
- ٥ - بدأوا يبحثون الوضع السياسي في ولاية ميشغان .
- ٦ - بدأ أن يجمعن الكتب القديمة .

3. The tenses: Past imperfect

We have pointed out that the imperfect tense may denote various kinds of action:

- a. habitual action, e.g.

'He usually studies at home.' يَدْرُسُ فِي بَيْتِهِ عَادَةً .

- b. progressive action, e.g.

'What is he studying now?' مَاذَا يَدْرُسُ الْآنَ ؟

- c. future action, e.g.

'He's going to study tomorrow.' سَيَدْرُسُ غَدًا .

- d. state (no action at all), e.g.

'Does he know that?' هَلْ يَعْرِفُ ذَلِكَ ؟

You must study the context in which the imperfect verb occurs in order to determine which of these translations is most appropriate. In these sentences, the verbs refer to present time--the time of the sentence itself. In order to denote such actions or states in past time, the past tense of كَانَ is used with the imperfect verb:

a. Past habitual:

كَانَ يَدْرُسُ فِي بَيْتِهِ عَادَةً . 'He used to study at home usually'
(or 'He would usually study at home' or 'He usually studied at home.')

b. Past progressive:

مَاذَا كَانَ يَدْرُسُ فِي ذَلِكَ الْوَقْتِ؟ 'What was he studying at that time?'

c. Past future:

كَانَ سَيَدْرُسُ أَمْسَ . 'He was going to study yesterday.'

d. Past state:

هَلْ كَانَ يَعْرِفُ ذَلِكَ؟ 'Did he know that?'

These constructions are all negated by لا before the imperfect verb:

كَانَ لَا يَدْرُسُ أحيانًا . 'Sometimes he didn't study.'

This construction with its various meanings is referred to as the past imperfect.

A comment about state verbs in particular: these are verbs that denote a condition or quality, but no action or activity, like know, want, love, like, understand, to matter, etc. These verbs as a class do not occur in the progressive form in English. In English, the past tense of state verbs expresses a past state: I know and I knew. In Arabic, however, the perfect tense, which always denotes a completed event, signifies, for a state verb, the entering of that state or condition. For example, يَعْرِفُ means "he knows"; the perfect عَرَفَ means "he entered upon a state of knowing" = "he came to know" = "he learned, found out." ("he knew" is كَانَ يَعْرِفُ). Similarly, all state verbs

in the perfect tense may be translated with the idea of "to come to..., to begin to..." which will often be a totally different expression in English.

Examples:

<u>Imperfect</u>	<u>Perfect</u>
يَعْرِفُ 'he knows'	عَرَفَ 'he found out, learned'
يُحِبُّ 'he loves; he likes'	أَحَبَّ 'he fell in love with; he took a liking to'

It is essential to distinguish between the various possible meanings of the English and Arabic tenses. Past habitual, past progressive, past future and past state cannot be expressed by the Arabic perfect tense; the perfect tense can only denote a completed event, e.g.

دَرَسَ ذَلِكَ أَمْسًا 'He studied that yesterday.'

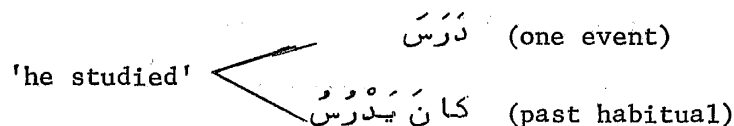
or a series of events, e.g.

دَرَسَ الدَّرْسَ الثَّالِثَ كَثِيرًا 'He studied Lesson Three many times.'

The following chart contrasts expressions of present and past time in Arabic:

	Present Time	Past Time
a. Habitual action	يَدْرُسُ 'he studies'	كَانَ يَدْرُسُ 'he studied' or 'he used to study'
b. Progressive action	يَدْرُسُ 'he is studying'	كَانَ يَدْرُسُ 'he was studying'
c. Future	سَيَدْرُسُ 'he is going to study'	كَانَ سَيَدْرُسُ 'he was going to study'
d. State	يَعْرِفُ 'he knows'	كَانَ يَعْرِفُ 'he knew'
e. Completed event	دَرَسَ 'he studied; he has studied'	دَرَسَ 'he studied; he had studied'

Notice that the perfect **دَرَسَ** and the past habitual **كَانَ يَدْرُسُ** can both be translated 'he studied'. This means that the English past tense, unlike the Arabic perfect, may mean either a completed event ("he studied it yesterday") or past habitual ("he always studied at home"). It is important to distinguish between these two meanings, since they correspond to two different constructions in Arabic:



A simple test for an English past tense is to substitute for it "used to...", which means past habitual action. If the meaning does not change, then Arabic **كَانَ** plus imperfect is indicated; if, on the other hand, substituting "used to ____" changes the meaning, then it is equivalent to the Arabic perfect. For example, for "I saw him yesterday" it does not make sense to say "I used to see him yesterday"; therefore "I saw" = Arabic perfect **شَاهَدْتُ**. In "I usually saw him in school" it does not change the meaning to say "I used to see him in school"; this is equivalent to the Arabic past imperfect **كُنْتُ أَشَاهِدُ**.

An imperfect indicative verb after past tense **كَانَ** refers to past time. It also refers to past time after any perfect tense verb in the main clause; this imperfect may follow immediately after another verb, e.g.

كَتَبَ يَقُولُ : 'he wrote and said' = 'he wrote saying'
كَانَتْ تَكْتُبُ إِلَيْهِ كُلَّ يَوْمٍ ، تَتَحَدَّثُ إِلَيْهِ عَنْ حُبِّهَا . 'She would write him every day and speak (or "speaking") to him of her love.'

It may also be in a subordinate clause, e.g.

عَرَفْتُ أَيْضًا أَنَّهُ يُحِبُّهَا . 'She also found out that he loved her.'
كُنْتُ أَعْرِفُ أَنَّهُ سَيَتَزَوَّجُ فَرَنْسِيَّةً . 'I knew that he was going to marry a French woman.'

The equational sentence, if it is a subordinate clause, likewise assumes the same time as the main verb; illustrations:

'I knew that he was in the office.' كُنْتُ أَعْرِفُ أَنَّهُ فِي الْمَكْتَبِ .
'I thought they were there.' أَعْتَقَدْتُ أَنَّهُمْ هُنَاكَ .

Now do Drills 5-9.

Drill 5. Question-answer: Meanings of imperfect.

- ١ - هل تدرس عادة في بيتك ام في المكتبة ؟
- ٢ - هل تفكر بصديقك كثيرا ؟
- ٣ - هل تقرأ الجريدة كل يوم ؟
- ٤ - هل تعرف اسم المهندس الذي اشرف على حفر قناة السويس ؟
- ٥ - هل ستذهب مع صديقك غدا لتأكلا في المطعم العربي ؟
- ٦ - هل تتكلم العربية الآن ؟
- ٧ - هل يعقد الحزب الجمهوري الامريكي مؤتمرا كل اربع سنوات ؟
- ٨ - هل ترغب في الذهاب الى السينما غدا مساء ؟
- ٩ - هل ستبذل جهودا كبيرة في دراستك هذه السنة ؟
- ١٠ - هل تعين وزارة التعليم كل الاساتذة الجامعيين في هذا البلد ؟
- ١١ - هل يسمح الوقت بذلك ؟
- ١٢ - هل يشمل الامتحان محاضرة استاذنا الاخيرة ؟

Drill 6. (On tape) Transformation. Perfect → كان + imperfect

Drill 7. Written. Translation: Tenses.

Translate the following sentences using the best English equivalent.

- ١ - كان علي وسوزان يتراسلان .
- ٢ - فتحنا الشباك ونظرنا منه .
- ٣ - هل تعرف اسم القائد المسلم الذي فتح مصر ؟

- ٤ - ماذا تفعلون في الوقت الحاضر ؟
- ٥ - هل كان يعرف ذلك عندما تحدثت اليه ؟
- ٦ - شاهدت فلما جميلا جدا امس .
- ٧ - ترغب النساء في الحصول على مكانة عالية في المجتمع .
- ٨ - كنت ادرس عندما انصرفت .
- ٩ - كنا نشاهد افلاما كثيرة معا .
- ١٠ - كانوا سيذهبون لزيارة اصدقائهم في البلاد العربية .
- ١١ - يدرس الفن في جامعة لندن .
- ١٢ - كنّا نذهب الى مؤتمر الحزب كل اربع سنوات .

Drill 8. (On tape) Conjugation: كتب يسأل

Drill 9. Written. Sentence formation: Tenses.

Use the following verbs in sentences, and then translate the sentences.

(Hint: use adverbs of time, e.g. عادة ، احيانا ، كل يوم ، الآن etc., when necessary to prevent ambiguity.)

	كان يرغب	سألت	عرفت
(use in progressive meaning)	ندرس	تقدم	فكّر
(use in habitual meaning)	يدرسون	تقرر	أجلّنا
		كنت سأسافر	بذلوا

D. Comprehension passage

د . نصوص للفهم

(1) Read the following passage and then do Drill 10.

*

أين الحبيب

كانت طالبة في الجامعة الامريكية في بيروت ، وكان طالبا فسي

the same نفس الجامعة . تقابلا . فأحبّها بعد اللقاء الاول ، واخبرها بحبه ، فقالت : meeting

*Adapted from a short story; author and publication date unavailable.

انا ايضا احبك . تقابلا بعد ذلك كثيرا ، وتحدثا طويلا ، فعرفت عـسـن
حياته كل شيء ، وعرفت ايضا انه يرغب في السفر الى فرنسا للحصول على
الدكتوراه في العلوم السياسية ، لكن الفقر يمنعه من تحقيق رغبته . poverty
وحصل على الكالوريوس قبل ان تحصل عليها ، فقالت له : قرّرت الا اكمل
الدراسة الجامعية . سوف اعمل حتى تتمكن من السفر الى اوربا وتحصل على
الدكتوراه . لم تعجبه الفكرة ، لكنها قالت سترجع وسنصبح بعد ذلك
زوجين . الا تساعد الزوجة المخلصة زوجها ؟

وذهب الى فرنسا ، واخذا يتراسلان . كانت تكتب اليه كل يوم تتحدث
اليه عن حبها وتخبره بانها في انتظاره . وكان لا يكتب احيانا فتقول :
ان الدراسة لا تسمح له بأن يكتب .

وبعد عامين انقطعت رسائله . سألتني عنه كثيرا فقد كنت صديقه .
وكنت اقول : لست اعرف عن اخباره شيئا ، لكنني كنت اعرف . كنت اعرف
انه تزوج فرنسية وانه قرر الا يرجع . وكنت اسأل نفسي : هل تؤثّر
المسافات في الحب ، وهل تُغيّر القلب ؟ it changes

(2) Listen to the passage on tape and then do Drill 11, which is based on it.

Drill 10. Written

Paraphrase the reading passage in five or more sentences.

Drill 11. (On tape) Aural comprehension

أسئلة

- ١ - هل كان قيس بدويّا ؟ وليلى ؟
- ٢ - هل احب قيس ليلي ؟ هل احبته ؟
- ٣ - لماذا لم يتزوج قيس ليلي ؟
- ٤ - هل يقرأ العرب الآن عن حب قيس ليلي ؟
- ٥ - عمّ تحدّث قيس في شعره ؟

E. General Drills

هـ - التمارين العامة

Drill 12. (Also on tape) Negation

Negate the underlined expressions.

- ١ - فكّروا بهذا الموضوع .
- ٢ - هذه بلاد إسلامية .
- ٣ - دراسة العلوم السياسية سهلة .
- ٤ - ستمنع الحكومة عقد الاجتماع في هذا الهناء .
- ٥ - كان يرغب في انشاء مجلة ادبية .
- ٦ - يجب ان ينصرف الطلاب بعد الصف .
- ٧ - انقطعت الرسائل بين الحبيبين .
- ٨ - يعتقد بعض الناس ان وظيفة رئيس الجمهورية لها اهمية كبيرة .
- ٩ - قال والد احمد : تزوجها .
- ١٠ - المسافة بين هاتين المدينتين بعيدة .
- ١١ - تشرف الحكومة على الانتخابات .

Drill 13. Substitution/transformation: أن - clause → verbal noun

- 'He collected these old books.' → جمع هذه الكتب القديمة .
- 'He wants to collect these old books.' → يرغب في ان يجمع هذه الكتب القديمة .
- 'He wants to collect these old books.' → يرغب في جمع هذه الكتب القديمة .

- ١ - تراسل مع صديق اجنبي .
- ٢ - أُجِّل دراسة الموضوع الى وقت آخر .
- ٣ - يذهب الى الاسكندرية في الصيف .
- ٤ - اشرف على حفر القناة الجديدة .
- ٥ - توفّرت حرية الرأي للشعب الى ابعد حدّ .
- ٦ - حصل على الدكتوراه في الاقتصاد السياسي .

٧ - رحل من مكان الى آخر .

Drill 14. Embedding: Relative clauses

Incorporate the second sentence into the first by making it a relative clause. Ex.

'The letters between the lovers stopped.'

'The lovers were going to marry.'

'The letters of the lovers who were going to marry stopped.'

← { انقطعت الرسائل بين الحبيبين .
كان الحبيان سيتزوجان .
انقطعت الرسائل بين الحبيبين
الذين كانا سيتزوجان .

١ - المفكرون يساعدون على تقدم المجتمع .

المفكرون يدرسون الاوضاع الاجتماعية .

٢ - قرأت كتابا عن القائد .

فتح القائد العراق .

٣ - تأثر الشعر بالنهضة القومية .

حقق المفكرون العرب النهضة القومية .

٤ - تم حفر قناة كبيرة .

ستساعد القناة على تقدم اقتصاد البلد .

٥ - سكنت في مدينة صغيرة .

انعقد مؤتمر هام في المدينة الصغيرة .

٦ - حضرت في القاهرة مؤتمرا هاما .

انعقد المؤتمر لدراسة الوضع الاقتصادي في الشرق الاوسط .

٧ - احترم هذه المرأة .

ساعدت هذه المرأة على تقدم النهضة النسائية .

استقبلتني في المطار احدى الهنات •

درست مع الهنات في الجامعة •

Drill 15. Written. Translation

1. Suzanne and Ali began to correspond after (بعد أن) Ali travelled to Europe.
2. Was he drinking coffee when you met him in the restaurant?
3. Don't broadcast ("transmit") this news!
4. That's your opinion, not my opinion.
5. I know that because my friend who studies political science mentioned it to me.

أ - النص الاساسي

رسالة

عزيزي فرانك :

ترغب في أن ترسل عرياً وتصادقه ، وأنا سعيد بأن أرسلك وأصدقك . اسمي مُحَمَّد بَغْدادي ، وأنا مهندس في أحد المصانع المنتشرة خارج الظهران ، (وأخي عامل في نفس المصنع) .

أنا حاصل على البكالوريوس من جامعة القاهرة وقد درست عاما في لندن . لي عائلة صغيرة تشمل ابنا وابنة . أنا ساكن مع عائلتي في بيت قريب من المصنع . ابني طالب في مدرسة ثانوية وابنتي صغيرة فهي لا تدرس . زوجتي لبنانية انتقلت مع والديها الى الظهران فسي الخامسة من عمرها ، وكانت عندما قابلتها موظفة في شركة أرامكو . أنا وزوجتي نعرف شيئا كثيرا عن سياسة بلادك وعن الوضع الاقتصادي فيها ، لاننا نقرأ الصحف الامريكية . لعلك في رسالتك القادمة تذكر رأيك في ذلك الوضع .

نحن في السعودية مقبلون على نهضة صناعية عظيمة وحياتنا اليوم مختلفة عن الحياة التي كانت كتب الغرب تتحدث عنها الى زمن قريب . سوف اكتب اليك عن هذا الامر في رسالتي القادمة .

المخلص

محمد بغدادادي

A. Basic text

A Letter

Dear Frank,

You wish to correspond with an Arab and be friends with him; I am happy to correspond with you and be your friend. My name is Muhammad Baghdadi and I am an engineer in one of the many factories found outside Dhahran. (My brother is a worker in the same factory.)

I obtained my B.A. from the University of Cairo and studied for one year in London. I have a small family which includes a son and a daughter. I live with my family in a house near the factory. My son is a student in secondary school; my daughter is small, and so she does not go to school. My wife is a Lebanese who moved to Dhahran with her parents at the age of five, and was when I met her an employee at Aramco.

My wife and I know quite a lot about the (foreign) policy of your country and the economic conditions there, because we read American newspapers. Perhaps in your next letter you could mention your opinion about the situation there.

We in Saudi Arabia are embarking upon a great industrial boom, and our life today is different from the life which Western books have talked about up to recent times. I will write to you about this matter in my next letter.

Sincerely,

Muhammad Baghdadi

B. Vocabulary

ب - المفردات

رَاسِلٌ ، مُرَاسِلَةٌ	III to correspond with (s.o.)
صَادِقٌ ، مُصَادِقَةٌ	III to be friends with, to befriend (s.o.)
سَعِيدٌ - سَعْدَاءُ (ب)	happy (about, at, with)
مُنْتَشِرٌ	scattered, spread out, widespread, prevailing
خَارِجٌ	outside (prep.), outside of
الظَّهْرَانُ	Dhahran (town in Saudi Arabia)
أَخٌ (أَخُو) - إِخْوَةٌ	brother
أَخَوِيٌّ	(nisba of أَخٌ) brotherly, fraternal
عَامِلٌ - عَمَّالٌ	worker, laborer
نَفْسٌ - أَنْفُسٌ	(f.) soul; self; (as 1st term of idāfa) the same
حَاصِلٌ - وَنَ عَلَى	having obtained
ابْنَةٌ - بَنَاتٌ	daughter
سَاكِنٌ - وَنَ	living (in a place), dwelling, residing
عُمُرٌ - أَعْمَارٌ	age (of a person), life span, life-time
فِي الْخَمْسِينَ مِنْ الْعُمُرِ	at the age of fifty
أَرَامِكُو	Aramco (=The Arabian-American Oil Company)
سِيَاسَةٌ - ات	policy; politics
صَحِيفَةٌ - صُفُفٌ	newspaper
صُحْفِيٌّ	(nisba of صَحِيفَةٌ) journalistic; journalist
لَعَلَّ	perhaps, maybe
مُقْبِلٌ - وَنَ عَلَى	approaching; embarking upon; devoting (o.s.) to
صِنَاعَةٌ - ات	industry
مُخْتَلِفٌ - وَنَ (عَنْ ، مِنْ)	differing, different (from)

Additional Vocabulary

خَرَجَ - ، خُرُوجٌ (مِنْ)	to go out, leave, emerge (from)
الخَارِجُ	the outside world, abroad

خَارِجِي	external, outer
أَخْرَجَ ، إِخْرَاجٌ	IV to take out, remove; to expel, dismiss
أَبٌ (أَبُو) - أَبَاءٌ	father
أَبَوِي	(nisba of أَبٌ) fatherly, paternal

C. Grammar and drills

ج - القواعد والتمارين

1. Active participles: Form I
2. Sister of لَعَلَّ : إِنَّ 'perhaps'
3. The noun نَفْسٌ 'self; same'
4. Case forms of أَبٌ 'father' and أَخٌ 'brother'

1. Active participles: Form I

A participle in Arabic is an adjective derived in specific ways from a verb, and having a meaning closely associated with that of the verb. (It is sometimes called a "verbal adjective", a term which parallels "verbal noun".) A participle may be active or passive. Passive participles will be treated later; in this lesson we deal with active participles: general meaning and Form I forms.

The basic meaning of an active participle (AP) is "performing (or having performed) the action indicated by the verb". The English equivalent is commonly an adjective ending in -ing, for example:

هَلْ أَنْتَ ذَاهِبٌ ؟	'Are you <u>going</u> ?'
الْأُسْتَاذُ الزَّائِرُ	'the <u>visiting</u> professor'

Form I APs have the pattern FaaMil, regardless of the stem vowel of the underlying verb. Examples:

<u>Verb</u>		<u>AP</u>	
كَتَبَ	'to write'	كَاتِبٌ	'writing'
ذَهَبَ	'to go'	ذَاهِبٌ	'going'
رَجَعَ	'to return'	رَاجِعٌ	'returning'
عَمِلَ	'to work'	عَامِلٌ	'working'

Since they are adjectives, APs are inflected for case, gender, number, and definiteness, and agree with the noun they modify in the usual ways. They take sound plurals, either masculine or feminine. Examples:

الرَّجُلُ السَّاكِنُ فِي ذَلِكَ الْبَيْتِ	'the man living in that house'
الْمَرْأَةُ السَّاكِنَةُ فِي ذَلِكَ الْبَيْتِ	'the woman living in that house'
الرِّجَالُ السَّاكِنُونَ فِي ذَلِكَ الْبَيْتِ	'the men living in that house'
النِّسَاءُ السَّاكِنَاتُ فِي ذَلِكَ الْبَيْتِ	'the women living in that house'

APs may have several specific meanings, but these differ from verb to verb and must generally be learned in each case. For some verbs, the AP has progressive meaning. These include verbs indicating a change of location such as "going", "coming", "walking", "travelling" and the like; and verbs indicating absence of change, such as "staying", "stopping", "standing" and so on.

أَنَا سَاكِنٌ فِي بَيْتٍ قَرِيبٍ مِنَ الْمَصْنَعِ .	'I am living in a house near the factory.'
هِيَ ذَاهِبَةٌ إِلَى دِمَشْقَ .	'She's going to Damascus.'

The participles may also have future meaning, according to the context:

نَحْنُ مُسَافِرُونَ غَدًا .	'We are leaving (or 'going to leave') tomorrow.'
-----------------------------	--

The participles of stative verbs are usually best translated by the English simple present tense, e.g. أَنَا عَارِفٌ 'I know', أَنَا سَامِعٌ 'I hear', etc. or a simple adjective, e.g. حَاضِرٌ 'present; ready'.

For other verbs, the AP may have present perfect meaning:

أَنَا حَاصِلٌ عَلَى الْبَكَالوريوس .	'I have obtained the bachelor's degree.'
هُنَّ نَاجِحَاتٌ فِي الْأَمْتِحَانِ .	'They (f.) have succeeded in the examination.'

In many cases, a noun modified by an AP is equivalent in meaning to a noun modified by a relative clause containing the corresponding verb, where the subject of the verb is the same as the modified noun:

أَعْرِفُ الرَّجُلَ الَّذِي يَسْكُنُ هُنَاكَ .	'I know the man who lives there.'
أَعْرِفُ الرَّجُلَ السَّاكِنَ هُنَاكَ .	'I know the man living there.'
أَعْرِفُ رَجُلًا يَسْكُنُ هُنَاكَ .	'I know a man who lives there.'
أَعْرِفُ رَجُلًا سَاكِنًا هُنَاكَ .	'I know a man living there.'

Both Arabic constructions may be translated with a relative clause in English, which often makes a smoother translation: 'I know the man who lives there.'

Where the AP has present perfect meaning, it is often equivalent in meaning to a relative clause containing a verb in the perfect:

الطَّالِبُ الَّذِي دَرَسَ دُرُوسَهُ 'the student who studied (or
'has studied') his lessons'

الطَّالِبُ الدَّارِسُ دُرُوسَهُ 'the student who has studied
his lessons'

As the last example shows, an AP may take a direct object in the accusative case, just like its verb.

A great many AP forms have taken on specific concrete meanings and are used as ordinary nouns, often with the meaning "one who performs the activity indicated by the verb". As nouns, the AP forms may have broken plurals. Examples:

كَاتِبٌ - كُتَّابٌ	'writer, author'
عَامِلٌ - عُمَالٌ	'worker'
سَاكِنٌ - سُكَّانٌ	'inhabitant'
طَالِبٌ - طُلَّابٌ	'student' ("seeker")
حَاكِمٌ - حُكَّامٌ	'governor; judge'
عَالِمٌ - عُلَمَاءُ	'scholar'
بَايِتٌ - بَايِتُونَ	'researcher'
جَامِعٌ - جَوَامِعُ	'mosque'
شَارِعٌ - شَوَارِعُ	'street'

Now do Drills 1 and 2.

Drill 1. Written. Recognition: Active participle.

In each of the sentences below, underline the active participle; then write it down, along with the verb it is derived from. Ex.

'She's living in that house.'
living-to live

هي ساكنة في ذلك البيت .

ساكنة - سَكَنَ

- ١ - المستشرقون ذاهبون الى مصر قريبا .
- ٢ - والدي عامل في مصنع سيارات .
- ٣ - قابلت كاتبة هذا المقال .
- ٤ - راسلت طالبا ساكنا في تونس .
- ٥ - أخي ناجح في الامتحانات كلها .
- ٦ - هما راغبان في العمل هنا .
- ٧ - صديقي حاصل على شهادة الدكتوراه .
- ٨ - من حاكم بلدكم ؟
- ٩ - هل هنّ ناجحات في الامتحان ؟

Drill 2. Written. Use of active participle.

For each of the Form I verbs given below, write a sentence using the appropriate active participle; the English meaning of the participle is given.

Translate your sentences into English.

ترك	'having left'	حضر	'present, ready'	سمع	'hear'
درس	'having studied'	رحل	'traveling'	عرف	'know'

2. Sister of لَعَلَّ : إِنْ 'perhaps'

لَعَلَّ 'perhaps, maybe', is a particle that introduces clauses; it often has the implication of hopeful expectation. As with إِنْ it may introduce an equational sentence, with the subject in the accusative and the predicate (if inflected) in the nominative;

لَعَلَّ جَمِيعَ الْوُزَرَاءِ يَحْضُرُونَ الْإِجْتِمَاعَ.	'Perhaps all the ministers will attend the conference.'
لَعَلَّ فِي الْبَيْتِ أَصْدِقَاءَ.	'Perhaps there are friends in the house.'

The subject of لَعَلَّ may also be a pronoun, as in لَعَلَّهُ طَالِبٌ 'Perhaps he is a student.'

If لَعَلَّ introduces a verbal sentence, it cannot be followed immediately by a verb; it must therefore receive a pronoun suffix agreeing with a verb that would otherwise come immediately after it:

لَعَلَّهُ لَا يَعْرِفُ ذَلِكَ. 'Maybe he does not know that.'
 لَعَلِّي أُنْجَحُ. 'Maybe (I hope) I will succeed.'

Now do Drill 3.

Drill 3. (Also on tape) Transformation: Statement → statement with لَعَلَّ

- | | |
|-----------------------------------|--------------------------------|
| 'He speaks English.' → | يتكلم الانكليزية. |
| 'Maybe he speaks English.' | لعله يتكلم الانكليزية. |
| ٧ - تمكنوا من الإقامة هنا . | ١ - يعتبرونه امرا هاما . |
| ٨ - ينعقد المؤتمر في مدينتنا | ٢ - سيسافر أخي بالطائرة . |
| هذا الصيف . | ٣ - ستنشر المجلة شعري . |
| ٩ - هي استاذة جامعية . | ٤ - سينجح المرشح في الانتخابات |
| ١٠ - أنت بخير . | هذه السنة . |
| ١١ - انتم مستعدون لامتحان . | ٥ - كانت عائلته معه . |
| ١٢ - هم بحاجة الى معلمين واطباء . | ٦ - جعل النص الاساسي سهلة . |

3. The noun نَفْسٌ 'self; same'

The word نَفْسٌ (plural أَنْفُسٌ) is a feminine noun meaning "soul".

In certain constructions it may also correspond to English "same" or "self", as follows:

- a) Followed by a definite noun in an idāfa: "the same":

في نفس المصنع	'in the same factory'
هؤلاء نفس الكتاب.	'These are the same writers.'

b) Following a noun (and agreeing with it in case and number), and with an attached pronoun suffix referring to that noun: "the same" or "himself, herself, " etc.:

في المصنع نفسه.	'in the same factory'
حضر الرئيس نفسه.	'The president himself came.'
تحدثنا مع الوزراء أنفسهم.	'We spoke with the ministers themselves.'

c) With an attached pronoun suffix: "himself, herself," etc. in the reflexive sense:

أحكم على نفسك قبل أن تحكم على غيرك.	'Judge yourself before you judge someone else.'
عين نفسه وزيراً.	'He appointed himself minister.'

Now do Drills 4 and 5.

Drill 4. Written. Recognition: Uses of نفس.

Translate the underlined words in each of the sentences below, showing the different uses of نفس.

- ١ - يعمل في نفس الشركة التي كنت اعمل فيها .
- ٢ - احبّ هذان الرجلان نفس البنت .
- ٣ - درست الفن في نفس الجامعة التي درست فيها .
- ٤ - اجتمعنا مع رئيس الجمهورية نفسه .
- ٥ - كانا يفكران بنفس الشيء .
- ٦ - لا اعتمد على احد غير نفسي .

- ٧ - اسألوا انفسكم هذا السؤال .
- ٨ - يعتبر نفسه زوجا مخلصا .
- ٩ - ننقل اليكم هذا الخبر من وزارة التربية نفسها .

Drill 5. Oral translation.

1. We work in the same bank.
2. She considers herself very beautiful.
3. They studied political science in the same university.
4. I spoke to him myself.
5. They (m. dual) will receive their degrees on the same day.

4. Case forms of أَب 'father' and أَخ 'brother'

There is a small group of nouns which have special forms (ending in long vowels) when followed by another noun in an idāfa or by a pronoun suffix other than ي 'my'. The two most common of these are أَب 'father' and أَخ 'brother'. Examples:

Nom. أَبُ الْوَلَدِ	'the boy's father'
Gen. أَبِي الْوَلَدِ	
Acc. أَبَا الْوَلَدِ	
Nom. أَخُوهَا	'her brother'
Gen. أَخِيهَا	
Acc. أَخَاهَا	

With the pronoun suffix ي 'my', the forms are as follows, with no case distinctions:

Nom./Gen./Acc.	أَبِي 'my father'	أَخِي 'my brother'
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Now do Drill 6.

Drill 6. Production: Cases of أَبٌ and أَخٌ

a. Fill in the blanks with the correct form of 'my friend's father'.

- ١ - حضر _____ .
- ٢ - قابلت _____ .
- ٣ - ذهبت لزيارة _____ .
- ٤ - عينَ _____ وزيرا .
- ٥ - استقبلن _____ .
- ٦ - تحدثنا الى _____ .
- ٧ - تقدّم _____ بطلب لعمل جديد .

b. Repeat with 'his brother' أَخُوهُ .

c. Repeat with 'my brother' أَخِي .

D. Comprehension passage

د - نصوص للفهم :

Read the following passage and then do Drill 7.

الثورة المصرية

كان جمال عبد الناصر قائدا للثورة التي طالبت المَلِكَ فاروقًا king
بترك مصر. وبعد ان رحل فاروق الى "ناهولي" واصبحت مصر جمهورية ،
انتخب الشعب المصري جمال عبد الناصر رئيسا .

تحدث عبد الناصر في خطاباته ومؤتمراته عن الاضاع السياسية speeches
والاقتصادية والاجتماعية في مصر قبل الثورة فقال :

- لم تكن السياسة الخارجية ناجحة ، ولم تكن السياسة الداخلية أكثر internal, domestic
نجاحًا . more successful

- لم تكن الصحف تتأثر بآراء الشعب ولم يكن لها حرية الرأي .
- لم تكن الصناعة تتقدم ، لم تكن في مصر مصانع كثيرة ولم يكن عدد
العمال كبيرا .

- كان الفقر منتشرًا بين أبناء الشعب . لم يكن الشعب سعيدا ولم
يكن بين ابناءه شيء من التعاون . poverty; ordinary people

- لم تكن المدارس كثيرة ، ولم يكن التعليم منتشرا بين المصريين .
- كتب عهد الناصر كتابا هو " فَلَسْفَةُ الثورة " ، تحدث فيه عن philosophy age , era الثورة فقال ان مصر مقبلة على عَهْدٍ جديد ، وقال ان مصر دولة عربية age , era وَلِذَلِكَ يجب ان تتعاون مع كل بلد عربي ، وهي دولة اسلامية وَلِذَلِكَ يجب therefore ان تتعاون مع كل بلد اسلامي . وهي دولة إفريقية ولذلك يجب ان تتعاون African مع كل بلد افريقي .

Drill 7. Question/answer

أسئلة :

- ١ - من كان جمال عهد الناصر ؟
- ٢ - من الرجل الذي حكم مصر قبل الثورة ؟ الى اين رحل بعد الثورة ؟
- ٣ - كيف كانت سياسة مصر الخارجية في زمن فاروق ؟
- ٤ - هل كانت للصحف المصرية حرية في زمن فاروق ؟
- ٥ - لماذا لم يكن عدد العمال في مصر كبيرا قبل الثورة ؟
- ٦ - أكان التعاون منتشرا بين المصريين في زمن الملك فاروق ؟
- ٧ - هل كانت المدارس تخرج عددا كبيرا من المصريين قبل الثورة ؟ لماذا ؟
- ٨ - هل كل الدول الاسلامية عربية ؟ هل كل الدول الافريقية عربية ؟ هل كل الدول الافريقية اسلامية ؟

E. General Drills

ج - التمارين العامة :

Drill 8. Written. Idāfas.

Fill in the blanks in the sentences below with the appropriate form of the Arabic word. Ex.

شاركوا في حفر _____ القناة _____
digging the canal

١ - مهندس مشهور • _____
my friend the brother

٢ - عرفت من استاذ التاريخ _____
the revolution the importance

٣ - أخذ _____ يتحدث الى الناس في المؤتمر السياسي •
the republic the president

٤ - بدأ حسين و _____
Sami the father

٥ - لم يبدأ _____
the situation the discussion

٦ - اعتبر _____
his beloved (girl) the (two) eyes

٧ - سأتمكن من الإقامة في القاهرة _____
months four

٨ - تفكر به في _____
the times most

٩ - كنا نرغب في _____
the conference attending

١٠ - للجنة عادة مكانة خاصة في _____
her mother the heart

Drill 9. Review: Nominalizers.

Fill in the blanks below with ما ، أن ، أن ، إن as appropriate:

- ١ - قال _____ الوزير سينظر في طلبات الموظفين •
- ٢ - استقبلها أهلها عند _____ رجعت من فرنسا •
- ٣ - قرأت _____ الصناعة تقدّمت تقدّما عظيما في الشرق الاوسط •
- ٤ - يجب _____ تصادقوا الجيران •
- ٥ - منعني من _____ اخرج من الصف •

- ٦ - أصبح رجلا سعيدا عند ——— تزوج حبيبته •
- ٧ - سمعنا ——— حفر القناة تمّ في خمسة اعوام •
- ٨ - هل ستتمكن من ——— تذهب الى المسرح؟

Drill 10. Written. Translation.

1. Leave (go out) and take your brother with you!
2. He wanted to visit the historic ruins scattered outside the city.
3. The director said that his company is embarking upon a new industrial program.
4. He began to publish a small newspaper when he was thirty (=in the thirtieth year from his age).
5. I wrote saying "I have met a man. I am going to marry him."
6. Is there freedom of action for women in the East?

زيارة وزير الخارجية الأمريكي لمصر

كتب مراسل اوروبي مقالة عن الشرق الاوسط متناولا فيها زيارة وزير الخارجية الأمريكي لمصر . قال كاتب المقالة :
وصل وزير الخارجية الى القاهرة ليلة أمس حاملا رسالة هامة الى الرئيس المصري من الرئيس الأمريكي . وفي تلك الرسالة تحدث الرئيس الأمريكي عن الوضع في الشرق الاوسط ، مظهرا اهتماما خاصا بموضوع السلام في المنطقة .

وجاء في الرسالة التي ارسلها الرئيس الأمريكي : the letter included

" لقد درسنا مشكلة الشرق الاوسط دراسة شاملة ، وطلبنا من وزير خارجيتنا ان ينقل اليكم رأينا فيها ويبحث معكم سياستنا بشأنها . نعلم ان الوصول الى حل لهذه المشكلة ليس سهلا ، وأنه سوف يتطلب تعاون جميع الحكومات في المنطقة . نحن متأكدون انكم من الراغبين في السلام ، الهادئين اعظم الجهود لتحقيقه والمحافظة عليه ، العاملين على ان ينتشر بين شعوب الشرق الاوسط " .

وسوف يترك الوزير الأمريكي مصر غدا لزيارة سوريا ، والمعروف انه سيقابل اثناء زيارته للشرق الاوسط كل الرؤساء الذين لهم علاقة بموضوع السلام في المنطقة ، وانه سيحمل الى كل منهم رسالة مثل الرسالة التي حملها الى الرئيس المصري .

A. Basic text.

The Visit of the American Secretary of State to Egypt

A European reporter wrote an article on the Middle East dealing with the visit of the American Secretary of State to Egypt. The writer of the article said:

"The Secretary of State arrived in Cairo last night bearing an important letter to the Egyptian president from the American president. In this letter the American president spoke of the situation in the Middle East, displaying particular concern about the subject of peace in the area.

"The letter which the American president sent said:

'I have studied the Middle East problem thoroughly, and I have requested my Secretary of State to transmit to you my opinion on it and to discuss with you our policy concerning it. I know that arriving at a solution to this problem is not easy, and that it will necessitate the cooperation of all the governments in the area. I am certain that you are among those desiring peace and exerting the greatest of efforts to realize and preserve it, and working for its spread among the peoples of the Middle East.'

"The American Secretary of State will leave Egypt tomorrow to visit Syria. It is known that during his visit to the Middle East he will meet with all the heads of state who are involved in the matter of peace in the area, and that he will carry to each of them a letter like the one which he carried to the Egyptian president."

B. Vocabulary

ب - المفردات :

foreign affairs أَلْخَارِجِيَّةُ (= الشُّؤُونُ الْخَارِجِيَّةُ)

وَزِيرُ الْخَارِجِيَّةِ	foreign minister; secretary of state
وَصَلَ	he arrived
مُتَنَاوِلٌ - وَن	dealing with, treating
لَيْلَةٌ - لَيْالٍ	evening, night
حَمَلَ - ، حَمْلٌ	to carry, bear
مُظْهِرٌ - وَن	showing, demonstrating; revealing
إِهْتِمَامٌ - ات (بِر)	interest, concern, care (concerning, in)
مِنْطَقَةٌ - مَنَاطِقُ	area, region
لِ	(intensifying particle: see C.3 below)
مُشْكِلَةٌ - ات ، مَشَاكِلُ	problem
شَأْنٌ - شُؤُونٌ	matter, affair, concern; situation, condition
بِشَأْنِ	in regard to, regarding
وُصُولٌ (إِلَى)	(verbal noun) arriving (at), arrival (in)
حَلٌّ - حُلُولٌ	solution, resolution
تَطَلَّبَ ، تَطَلُّبٌ	V to require, necessitate
جَمِيعٌ	whole, entire; all
مُتَأَكِّدٌ - وَن (مِنْ)	certain, convinced (of)
حَافِظٌ ، مُحَافِظَةٌ عَلَى	III to preserve, to maintain; to protect, defend
إِنْتَشَرَ ، إِنْتِشَارٌ	VIII to spread, become widespread; be scattered; to prevail (peace)
بَيْنَ	between, among (بَيْنَ must be repeated before each pronoun object)
مَعْرُوفٌ (بِر)	known; well-known, famous (for)
الْمَعْرُوفُ أَنَّ ، مِنْ الْمَعْرُوفِ أَنَّ	it is known that
عَلَاقَةٌ - ات (بِر)	relationship (to), connection (with)
مِثْلُ	(prep.) like
تَأَكَّدَ ، تَأَكَّدُ (مِنْ)	V to be, become certain, convinced (of)
كَمْ عُمُرُهُ ؟	how old is he?
مِنْ	from; among, one of

Additional Vocabulary

1. Active participles: Derived Forms
2. The ḥāl construction
3. The intensifying particle لَ
4. The noun جَمِيع 'all'
5. The "royal we" and the use of the plural for respect

1. Active participles: Derived Forms

All active participles of verbs other than Form I begin with the prefix mu-, and all except Form IX show stem vowel i. For example, the AP of دَرَسَ 'to teach' is مُدَرِّسٌ. The AP of any derived verb is easily formed from the imperfect in two steps, as follows:

- (1) Remove subject marker and mood marker, leaving the imperfect stem:

دَرِّسْ-	←	يُدَرِّسُ
تَكَلِّمْ-	←	يَتَكَلَّمُ

- (2) Prefix mu-; and, in Forms V and VI, change stem vowel to i.

مُدَرِّسٌ	←	دَرِّسْ-
مُتَكَلِّمٌ	←	تَكَلِّمْ-

This process gives the AP stem, which then takes the usual adjective endings for case, gender, and number.

The following chart shows the perfect, imperfect and AP of Forms II to X.

<u>Active Participle</u>	<u>Imperfect</u>	<u>Perfect</u>	<u>Form</u>	
مُدَرِّسٌ	يُدَرِّسُ	دَرَّسَ	II	'to teach'
مُسَاعِدٌ	يُسَاعِدُ	سَاعَدَ	III	'to help'
مُكْمِلٌ	يُكْمِلُ	أَكْمَلَ	IV	'to complete'
مُتَكَلِّمٌ	يَتَكَلَّمُ	تَكَلَّمَ	V	'to speak'
مُتَرَاوِلٌ	يَتَرَاوِلُ	تَرَاوَلَ	VI	'to correspond'
مُنْصَرِفٌ	يَنْصَرِفُ	انْصَرَفَ	VII	'to go away'
مُسْتَمِعٌ	يَسْتَمِعُ	اسْتَمَعَ	VIII	'to listen'
مُحْمَرٌ	يَحْمَرُ	احْمَرَّ	IX	'to blush'
مُسْتَقْبِلٌ	يَسْتَقْبِلُ	اسْتَقْبَلَ	X	'to receive'

Derived APs which have recently occurred are shown below with their verbs:

<u>Active Participle</u>	<u>Imperfect</u>	<u>Perfect</u>	<u>Form</u>	
مُقْبِلٌ عَلَى	يُقْبِلُ عَلَى	اقْبَلَ عَلَى	IV	'to approach'
مُخْلِصٌ (لِ)	يُخْلِصُ (لِ)	أَخْلَصَ (لِ)	IV	'to be sincere, devoted to'
مُسْلِمٌ	يُسْلِمُ	أَسْلَمَ	IV	'to surrender; to embrace Islam'
مُتَأَكِّدٌ	يَتَأَكَّدُ	تَأَكَّدَ	V	'to be convinced'
مُنْتَشِرٌ	يَنْتَشِرُ	انْتَشَرَ	VIII	'to spread'
مُخْتَلِفٌ	يَخْتَلِفُ	اِخْتَلَفَ	VIII	'to differ'

Examples:

نَحْنُ مُقْبِلُونَ عَلَى نَهْضَةٍ صِنَاعِيَّةٍ عَظِيمَةٍ .	'We are approaching a great industrial boom.'
فِي أَحَدِ الْمَصَانِعِ الْمُنْتَشِرَةِ خَارِجَ الظُّهْرَانِ .	'in one of the many factories which are outside Dhahran'
وَحَيَاتُنَا الْيَوْمَ مُخْتَلِفَةٌ عَنِ الْحَيَاةِ الَّتِي ...	'And our life today is different from the life which...'

As in the case of Form I APs, the AP of a derived verb denotes the same types of action as the verb from which it is derived. The AP can replace a relative pronoun and a verb, as for example:

الرَّجُلُ الَّذِي يَنْتَظِرُ فِي الْمَكْتَبِ .	'the man who is waiting in the office'
الرَّجُلُ الْمُنْتَظَرُ فِي الْمَكْتَبِ .	'the man waiting in the office'

If the AP replaces an imperfect tense verb it may have progressive, future or habitual meaning; if it replaces a perfect tense verb it may have present perfect (including state) meaning. An AP from a transitive verb may take a direct object (in the accusative case if inflected). Illustrations:

Progressive (=imperfect tense)

الرَّجُلُ الَّذِي يَنْتَظِرُ أَخَاكَ .	'the man who is waiting for your brother'
الرَّجُلُ الْمُنْتَظَرُ أَخَاكَ .	'the man waiting for your brother'

Future (=imperfect tense)

الرَّجُلُ الَّذِي سَيُسَافِرُ غَدًا .	'the man who will leave tomorrow'
الرَّجُلُ الْمُسَافِرُ غَدًا .	'the man leaving tomorrow'

Habitual (=imperfect tense)

الرَّجُلُ الَّذِي يَتَنَاوَلُ هَذَا الْمَوْضُوعَ عَادَةً .	'the man who usually deals with this topic'
الرَّجُلُ الْمَتَنَاوِلُ هَذَا الْمَوْضُوعَ عَادَةً .	'the man who usually deals with this topic'

Present perfect (= perfect tense)

- | | |
|-------------------------------|---------------------------|
| • الرَّجُلُ الَّذِي تَزَوَّجَ | 'the man who got married' |
| • الرَّجُلُ الْمُتَزَوِّجُ | 'the married man' |

State (= perfect tense)

- | | |
|-------------------------------------|----------------------------------|
| • الرَّجُلُ الَّذِي حَضَرَ صَفَّنَا | 'the man who attended our class' |
| • الرَّجُلُ الْحَاضِرُ صَفَّنَا | 'the man attending our class' |

Some participles, like مُسَافِرٌ may have progressive or future meaning: "traveling (now)" or "traveling (later)." The student must learn the specific meaning or meanings that each AP has.

Transitive APs may, as has been stated earlier, take an accusative object. With some APs, for stylistic reasons, an alternative construction is used in which the direct object is made the object of the preposition لِ instead of being placed in the accusative case, as in

- | | |
|---|--|
| مَنْ هَذَا الْأُسْتَاذُ الْمُقَاوِمُ لِفِكْرَةِ | 'Who is this professor (who is) |
| الْحُرِّيَّةِ فِي التَّعْلِيمِ؟ | opposing the idea of freedom
of instruction?' |

Again as in the case of Form I APs, many derived APs have taken on concrete meaning and are used as nouns; these derived APs normally have sound plurals. Ex.

- | | |
|------------------------------|----------------------|
| مُدَرِّسٌ - مُدَرِّسُونَ | 'teacher' |
| مُسَاعِدٌ - مُسَاعِدُونَ | 'assistant' |
| مُتَكَلِّمٌ - مُتَكَلِّمُونَ | 'speaker, spokesman' |

Since the rules for the formation of all APs are completely regular, you will after this lesson be expected to form and to recognize them with ease. They will be listed in the vocabulary only if they have developed concrete or other specialized meaning.

Now do Drills 1, 2 (on tape) and 3.

Drill 1. Written. Recognition: Active participles

Underline and vocalize all the active participle forms in the following sentences. Then translate the sentences. Note: Not all sentences have APs.

- ١ - نحن متأكّدون أنّهم من الراغبين في التّقدم الصّناعيّ .
- ٢ - صادقت المراسل المتناول في مقالاته مشاكل هذه المنطقة .
- ٣ - أنا منتظرة رسالتكم القادمة .
- ٤ - قابل رئيس الجمهوريّة المتكلّم باسم الحكومة الاجنبيّة .
- ٥ - يجب ان تتوفّر للعمّال في البلاد كل الحقوق .
- ٦ - جيرانني مسافرون الى اوربا غدا .
- ٧ - اجتمع مساعد المدير مع موظفي الشركة .
- ٨ - بلادنا من البلاد المقبلة على نهضة صناعية .
- ٩ - تحدّث الصحفيّ الى الرجل المقاوم لسياسة الحكومة .

Drill 2. On tape. Active participles.

Drill 3. Transformation: Relative clause → Active participle

Ex. 'Who is the woman who is waiting for your brother in his office?' من هي المرأة التي تنتظر اخاك في مكتبه ؟
'Who is the woman waiting for your brother in his office?' من هي المرأة المنتظرة اخاك في مكتبه ؟

- ١ - اعرف الرجل الذي تزوّج .
- ٢ - قرأت كتابا عن المفكرين الذين يقاومون سياسة الحكومة .
- ٣ - من هم الوزراء الذين سيسافرون الى بلاد الشرق الاوسط ؟
- ٤ - من هم الرجال الذين يتعاونون في حل هذه المشاكل الصعبة ؟
- ٥ - من هما المستشرقان اللذان يتحدّثان في كتبهما عن العالم العربيّ ؟
- ٦ - عيّن الرئيس مهندسا تعلّم خارج البلد .
- ٧ - من هم المفكّرون المسلمون الذين حققوا النهضة الاسلاميّة ؟
- ٨ - هذا من الرجال الذين تأثّروا بالأدب الفرنسيّ .

2. The ḥāl construction.

In addition to the coordinating conjunction وَ 'and' there is also a subordinating conjunction وَ 'while, as' that introduces what is called a circumstantial, or ḥāl clause. In the sentence

وَصَلَ الْوَزِيرُ وَهُوَ يَحْمِلُ رِسَالَةً هَامَّةً مِنَ الرَّئِيسِ.	'The minister arrived while carrying an important letter from the president.'
--	---

the clause وَهُوَ يَحْمِلُ رِسَالَةً هَامَّةً مِنْ الرَّئِيسِ 'while he carries an important letter from the president' modifies الْوَزِيرُ and describes the condition or attendant circumstances surrounding the وَزِيرٍ at the time of the event in question, his arrival. It is therefore called a circumstantial clause, or, more commonly, a ḥāl clause (from حَالٌ - أَحْوَالٌ 'condition, circumstance'). The features of the ḥāl clause are as follows:

- (1) The structure of the ḥāl clause is (reading from right to left):

(a.)	<u>Equational Sentence</u>	<u>وَ</u> 'while'
(b.)	<u>Verbal Sentence</u> + <u>Independent Pronoun</u>	

The independent pronoun agrees with the noun modified by the ḥāl clause.

Illustrations of the two types of clauses (ḥāl clauses are underlined):

(a)	وَصَلَ وَبَيْنَ كُتُبِهِ رِسَالَةُ الرَّئِيسِ . حَضَرَ إِلَى أَمْرِيكَا وَهُوَ صَغِيرٌ .	'He arrived with the president's letter among his books.' 'He came to America while he was young.'
(b)	وَصَلَ الْوَزِيرُ وَهُوَ يَحْمِلُ رَسَائِلَ هَامَّةً .	'The minister arrived carrying ("as he carried") important letters.'

Note that verbs in these ḥāl clauses are in the imperfect tense, and that the imperfect tense is translated in the same tense as the main verb.

- (2) There is in the ḥāl clause a pronoun referring to the modified noun. These are هُوَ (on كُتُبِهِ) in the first sentence and هُوَ in the second and third sentences.

Variation a: The particle **وَ** 'while' and the independent pronoun are often omitted as in:

حَضَرَ إِلَى أَمْرِيكَ أُسْتَاذًا .	'He came to America as (while he was) a professor.'
وَصَلَ الْوَزِيرُ بِحَمْلِ رَسَائِلَ هَامَّةٍ .	'The minister arrived carrying important letters.'
كَتَبَتْ تَسْأَلُ عَنِ الْوَضْعِ السِّيَاسِيِّ فِي بَلَدِهِ .	'She wrote asking about the political situation in his country.'

وَ 'while' plus independent pronoun may be omitted from an equational sentence if its predicate is an unmodified indefinite noun, like **أُسْتَاذٌ** in **وَهُوَ أُسْتَاذٌ** 'while he was a professor'; once **وَهُوَ** is omitted this predicate noun must then be put in the accusative case, as in the example above.

The omission of **وَ** plus pronoun does not otherwise change the word order of the clause, whether it is an equational or a verbal sentence.

Variation b: If the **ḥāl** clause in variation a above is a verbal sentence, then a further change is possible. The imperfect tense verb of the **ḥāl** may be replaced by an active participle:

وَصَلَ الْوَزِيرُ حَامِلًا رَسَائِلَ هَامَّةٍ .	'The minister arrived carrying important letters.'
كَتَبَتْ سَائِلَةً عَنِ الْوَضْعِ السِّيَاسِيِّ فِي بَلَدِهِ .	'She wrote asking about the political situation in his country.'

The participle must be accusative and indefinite, but it agrees with the modified noun in gender and number. If it is a transitive AP it may take an accusative object.

Thus there are three possible **ḥāl** constructions involving verbal sentences:

وَهُوَ يَحْمِلُ رِسَالَةً . • يَحْمِلُ رِسَالَةً . • حَامِلًا رِسَالَةً .	} وَصَلَ 'He arrived carrying a letter.'
---	--

Ḥāl with perfect tense. The verbs in the **ḥāl** clauses cited above are all

imperfect indicative; they denote actions that are taking place at the same time as the main verb. The perfect tense verb also occurs in the ḥāl clause, preceded by وَقَدْ . This construction indicates a completed action whose results are still in effect; the verb is often best translated as "having (done something)", "who had (done something)", "now that...", etc. Examples:

رَجَعَ الْمُرَاسِلُ إِلَى بَلَدِهِ وَقَدْ تَحَدَّثَ طَوِيلًا مَعَ الرَّئِيسِ وَبَعْضِ وُزَرَاؤِهِ .	'The reporter returned to his country, having talked at length with the president and some of his ministers.'
نَشَرَتِ الْكَاتِبَةُ وَقَدْ سَكَنَتْ سَنَوَاتٍ طَوِيلَةً فِي الشَّرْقِ الْأَوْسَطِ مَقَالَاتٍ طَوِيلَةً عَنِ الْأَوْضَاعِ السِّيَاسِيَّةِ فِي الْمِنْطَقَةِ .	'The writer, after having resided many years in the Near East, published long articles about the political conditions in the area.'

Imperfect verbs in the ḥāl are negated by لَا (or وَمَا) and perfect verbs, by وَلَمْ plus the jussive. Examples:

وَصَلَ لَا يَعْرِفُ (وَمَا يَعْرِفُ) مَنْ أَنَا .	'He arrived not knowing who I was.'
رَجَعَ وَلَمْ يَحْضُلْ عَلَى شَيْءٍ .	'He returned without having obtained anything.'

Now do Drills 4, 5 (on tape), 6 and 7.

Drill 4. Written. Recognition: Ḥāl clauses.

Underline the ḥāl clauses in the following sentences. Then translate the sentences.

- ١ - كتب المراسل مقالة طويلة متناولا فيها مشاكل بعض البلاد .
- ٢ - وصل الوزير الى الرياض وهو يحمل رسالة من رئيس مصر .
- ٣ - تحدثت اليّ تسألني رأيي في هذا الموضوع .
- ٤ - حمل الرسالة وهو لا يعرف ما فيها .
- ٥ - كنت ارجب وانا صغيرة في السفر الى بلاد بعيدة .
- ٦ - شاهدنا آثار بعثك ونحن في لبنان .
- ٧ - خرج من مكتب الشركة ولم يحصل على عمل .

- ٨ - تحدّث اليّ سعيدا .
 ٩ - رجع من امريكا وقد درس سياستها الخارجية دراسة شاملة .
 ١٠ - خرج من داره مسرعا .

Drill 5. (Also on tape) Transformation: Ḥāl clause equational sentences.

Translate the transformed sentences. Ex.

- 'Nancy studied Arabic.'
 'Nancy is a student at the University.'
 'Nancy studied Arabic when she was a student at the university.'
- ← { درست نانسي اللغة العربية .
 نانسي طالبة في الجامعة .
 درست نانسي اللغة العربية وهي طالبة في الجامعة .

- ١ - وصل الوزير الى القاهرة . مع الوزير عائلته .
 ٢ - خرجت من المكتب . بيدها جريدة .
 ٣ - صادق احمد طلابا كثيرين . احمد استاذ في الجامعة .
 ٤ - فكر بحبيته كثيرا . حبيته بعيدة عنه .
 ٥ - اشرف المهندس على حفر القناة . المهندس في الخمسين من عمره .
 ٦ - شارك في تعيين الاساتذة . هو مساعد لوزير التربية والتعليم .
 ٧ - درست في جامعة جورجيتاون . انا ساكن في مدينة واشنطن .
 ٨ - كان يكتب شعرا جميلا . هو طالب في الجامعة .

Drill 6. Transformation: Perfect → ḥāl perfect

Translate the transformed sentences. Ex.

- 'The girl travelled to her country.'
 'The girl finished her university studies.'
 'The girl returned to her country having completed her university studies.'
- ← { سافرت البنت الى بلدها .
 أكملت البنت دراستها الجامعية .
 سافرت البنت الى بلدها وقد أكملت دراستها الجامعية .
- ١ - قابل الرئيس الوزير . تأكد الرئيس من اهمية المشكلة .

٢ - تقدم المراسل بطلب للعمل في الجريدة • عرف انها بحاجة الى مراسل اجنبي •

٣ - رجع وزير الخارجية من فرنسا • حمل الوزير رسالة الى الرئيس الفرنسي •

٤ - تحدث عن الوضع السياسي • درس الوضع دراسة شاملة •

٥ - ترك السيد احمد المؤتمر • انتخب الحزب السيد احمد مرشحا •

Drill 7. Transformation: Imperfect → active participle

'He wrote me a letter asking about the political situation.'

كتب اليّ رسالة يسأل عن الوضع السياسي .

كتب اليّ رسالة سائلا عن الوضع السياسي .

١ - ارسلوا يطلبون عملا في شركة السيارات •

٢ - وصلت تحمل كتبها •

٣ - كتب رسالة يتناول الوضع الحاضر في الشرق الاوسط •

٤ - خرجا يتحدثان معا عن حب قيس ليلي •

٥ - ترك المكتبة وهو يقرأ جريدة عربية •

٦ - أرسل اليه يطلب بحقه •

3. The Intensifying particle لَ

The particle لَ intensifies or emphasizes the truth value of a statement.

It usually occurs before قَدْ and the perfect tense, as in

'We have indeed made a comprehensive study of the Middle East.'
لَقَدْ دَرَسْنَا مُشْكِلَةَ الشَّرْقِ الْأَوْسَطِ
دِرَاسَةً شَامِلَةً •

English does not have an exact equivalent; it means "it is certainly true that ...; assuredly, indeed." It is often best left untranslated.

4. The noun جَمِيع 'all'

The word جَمِيع is a noun, like كُلُّ, and has the same general meaning:

"all". Like كُلُّ , also, it may

(1) precede a definite noun, usually in the plural, in an idāfa:

حَضَرَ جَمِيعُ الْمُهَنْدِسِينَ . 'All the engineers came.'

or (2) follow a noun, agreeing with it in case, and having a pronoun suffix referring to the noun:

حَضَرَ الْمُهَنْدِسُونَ جَمِيعَهُمْ . 'All the engineers came.'

Unlike كُلُّ , the noun جَمِيعُ may occur in the accusative indefinite, functioning as an adverb, after the noun:

حَضَرَ الْمُهَنْدِسُونَ جَمِيعًا . 'All the engineers came.'
تَحَدَّثَ الْمُدِيرُ إِلَى الْمُهَنْدِسِينَ جَمِيعًا . 'The director talked to all the engineers' or '... to the engineers all together.'

Finally, الْجَمِيعُ as an independent noun corresponds generally to English "everyone", whereas أَلْكُلُّ can mean "everything".

حَضَرَ الْجَمِيعُ . 'Everyone came.'

When جَمِيعُ is in an idāfa, agreement is with the gender and number of the second term; otherwise الْجَمِيعُ takes plural agreement.

جَمِيعُ الدَّرُوسِ صَعْبَةٌ . 'All the lessons are hard.'
الْجَمِيعُ يَعْرِفُونَ ذَلِكَ . 'Everyone knows that.'

Now do Drills 8, 9 (on tape) and 10 (on tape).

Drill 8. Transformation: Noun → جميع + noun → جميع + pronoun

Ex.

'The students studied political science.' → درس الطلاب العلوم السياسية.

'All the students studied political science.' → درس جميع الطلاب العلوم السياسية.

'All the students studied political science.' → درس الطلاب جميعهم العلوم السياسية.

- ١ - تأكد المفكرون من أهمية هذه السياسة .
- ٢ - صادق المدير العمال .
- ٣ - ارسل اصدقائي الاجانب .
- ٤ - الطلاب حاصلون على شهادات عالية .
- ٥ - درست الحكيم في النص الاساسي .
- ٦ - للتقنيات أهمية كبيرة في الاقتصاد العالمي .
- ٧ - اخرجوا المراسلين من المؤتمر .

Drill 9. (On tape) Transformation: جميع in idāfa → جميع + pronoun
→ adverb

Drill 10. (On tape) Transformation: جميع in idāfa → الجميع

5. The "royal we" and the use of the plural for respect

In Arabic, as in English and other European languages, the "royal we" is often used instead of "I" by persons in high office. Indeed, it is probably even more common in Arabic; it is illustrated by the following sentence taken from an imaginary letter sent by the president of one country to another:

طَلَبْنَا مِنْ وَزِيرِ خَارِجِيَّتِنَا أَنْ يَنْقُلَ إِلَيْكُمْ رَأْيِنَا فِي ذَلِكَ الْأَمْرِ .	'I have asked my Minister of Foreign Affairs to convey to you my view on that matter.'
---	--

In this sentence the plural pronoun in إِلَيْكُمْ is used instead of the singular to convey respect. It is not at all unusual in Arabic to use a plural form (pronoun, adjective, verb) in this way as a sign of respect for the person addressed.

C. Comprehension passage

د - نصوص للفهم

Read the following passage, then do Drill 11.

فالم

ذهبت ليلة امس مع صديق الى السينما لمشاهدة فلم امريكي جديد موضوعه مشكلة الْهَطَالَة وعلاقتها بالمشكلات الاجتماعية الاخرى • unemployment
في قصّة الفلم تطلّب الوضع الاقتصادي في منطقة قريبة من نيويورك story
ان يَفْقِدَ كثير من الناس وظائفهم ، ومن هؤلاء رجل في الخمسين من عمره lose
اسمه رتشارد فلتشر ، له ابن يدرس التجارة في الجامعة وثلاث بنات اصغرن في الثامنة من عمرها •
قدم السيد فلتشر عددا كبيرا من طلبات العمل الى الشركات المنتشرة في المنطقة ، ولكنه لم ينجح في الحصول على وظيفة •
حصلت زوجته على عمل في بنك معروف ، فأصبحت العائلة تعتمد على الزوج ، وأخذ الرجل يُقومُ بالاعمال البيتية التي تقوم بها المرأة عادة • under-take
كان لهذا الوضع تأثير سيّئ على السيد فلتشر • وبعد وقت قصير فَقَدَت bad
الزوجة وظيفتها فكان لذلك تأثير سيّئ على العائلة كلها •
والفلم يظهر المشكلات الناجمة عن الهطالة ويحدّدها ويربط بينها resulting from
وبين ثورة العائلة ، خاصّة الزوج ، على المجتمع • -and-

Drill 11. Written. Question/answer

أسئلة :

- ١ - أين يسكن السيّد فلتشر ؟ كم عمره ؟
- ٢ - كم ابننا تشمل عائلة فلتشر ؟ وكم بنتا ؟ ماذا يدرس الابن ؟
- ٣ - أين عملت زوجة فلتشر ؟
- ٤ - لماذا أخذ فلتشر يعمل في البيت ؟
- ٥ - كيف أثر هذا الوضع على فلتشر ؟
- ٦ - هل موضوع الفيلم اجتماعي أم سياسي ؟
- ٧ - ما رأيك في موضوع الفيلم ؟

E. General Drills

ه - تمارين عامة :

Drill 12. Written. Transformation: Plural nouns.

Add the words in parentheses to the sentences as indicated by the underlining. Make any necessary changes. Ex.

درس الطالب في جامعة لندن. (كل)
'The student studied at the University of London.' (All) →

درس كل الطلاب في جامعة لندن .
'All the students studied at the University of London.'

- ١ - يبحثون عن حل لمشكلة الشرق الاوسط . (جميع)
- ٢ - لا تعجبنا سياسة الحكومة . (بعض)
- ٣ - ليس العامل حاصل على شهادة عالية . (معظم)
- ٤ - يتناول في مقالته الاخيرة الثورة الشعبية في هذا البلد . (نصف)
- ٥ - اخي ساكن في مدينة بغداد . (جميع)
- ٦ - سينعقد المؤتمر في بناء كبير في نيويورك . (كل)
- ٧ - يعتقد المستشرق ان لهذا الاديب اهمية كبيرة في الادب العربي الحديث . (جميع)

- ٨ - شاهد صديقي الفيلم مساء امس . (بعض)
- ٩ - منحته الدولة حقه . (جميع)
- ١٠ - تحدّد الوزارة منهج التعليم في المدارس . (كل)

Drill 13. (Also on tape) Question formation.

Form questions from the following statements, questioning the underlined items.

- ١ - تم حفر قناة السويس عام ١٨٦٩ .
- ٢ - ليس حل مشكلة الشرق الاوسط سهلا .
- ٣ - اسم القائد المسلم الذي فتح الاندلس طارق بن زياد .
- ٤ - الصناعة منتشرة في البلاد العربية .
- ٥ - تعلّمت ثلاث لغات اوروبية اثناء اقامتها في فرنسا .
- ٦ - ذلك الرجل هو المهندس الذي اشرف على بناء المصنع الجديد .
- ٧ - والدها يسكن في بيت خارج مدينة واشنطن .
- ٨ - لا يعتقد ان هذا البلد مقبل على نهضة صناعية .
- ٩ - حكمت هاتان الدولتان - بريطانيا وفرنسا - منطقة القناة .
- ١٠ - كتب الطالب مذكرات طويلة .

Drill 14. Oral translation.

1. Perhaps he returned to his country, having received his university degree.
2. The reporter writes in his article about the books of the Egyptian writer (litterateur) Naguib Mahfouz.
3. I was waiting for him when he arrived at Beirut airport.
4. It is necessary that the ministers search for a solution to this difficult problem.
5. Do you want to correspond with her?
6. I have a small family which includes a son and two daughters.
7. This government continues to establish (أَنْشَأَ) new dams on the river.

Drill 15. Written: Verb Forms I-X.

Fill in the blanks in the chart below. Vocalize each word fully.

Ex.

Jussive with لِ	Active Participle	Verbal Noun	Verb	Form
لِيَفْتَحْ	فَاتِحٌ	فَتْحٌ	فَتَحَ	I
		انتشار		
	مدرّس			
			علم	
		تصرّف		
			انقطع	
		متابعة		
	متعاون			
			اشرف على	
		استقبال		
				IV
			حكم	
		تراسل		
			حمل	
لِيَبْحَثْ				
				I

الجاحظ

الجاحظ من كبار ادياء القرن التاسع الميلادي . لسنا نعرف شيئا كثيرا عن حياته وهو صغير ، لكننا نعرف أنه وُلِدَ في البَصْرَة وأنه أحب العلم حباً عظيماً ، كما نعرف انه درس كثيرا من الكتب العربية والكتب الاجنبية التي ترجمت الى العربية .

عُرِفَ الجاحظ بانتاجه الادبي العظيم ، فقد كتب عددا كبيرا من الكتب ، لكن كتبه التي وصلتنا ليست اكثر من ثلاثين . وقد تُرجمَت بعض كتبه في هذا القرن الى اللغات الاجنبية .

عمل الجاحظ في وظائف كثيرة منها التدريس ، وكان ابناء الخليفة Caliph المُتَوَكِّل من طلابه مدة قصيرة .

ذُكِرَ ان الجاحظ اصبح كاتباً لرجل من رجال السياسة هو ابراهيم scribe

بْنُ عَبَّاس الصَّوْلِي ، لكن الصَّوْلِي طَرَدَهُ بعد ثلاثة ايام لانه كان قبيح الوجه . dismissed

وَذُكِرَ ايضا ان الجاحظ شوهد يَتَجَوَّلُ في بغداد ، فأقبلت عليه امرأة wandering about

وأخذته من يده وذهبت به الى صائغ دون ان تتكلم . فلما وَصَلَا قالت المرأة goldsmith they arrived

للسائغ : ارسم لي صورة مثل صورة هذا الرجل ، وانصرفت . فسأل الجاحظ السائغ : ما قصّة هذه المرأة ؟ فقال : لقد طلبت مني ان ارسم لها صورة الشيطان على خاتمها ، فأخبرتها بأنني لم اشاهد الشيطان حتى ارسم لها صورة كصورته . فتركتني دون ان تتكلّم . وبعد ساعة رجعت وانت معها .

فانصرف الجاحظ وهو يضحك .

أسئلة

١ - ماذا تعرف عن حياة الجاحظ وهو صغير ؟

٢ - اذكر شيئين عرف بهما الجاحظ ؟

- ٣ - كم وصلتنا من كتب الجاحظ ؟ هل يعرف الغرب شيئاً عنها ؟
- ٤ - هل كان الجاحظ يعرف أحداً من كبار رجال السياسة ؟
- ٥ - كيف تعرف ان الجاحظ كان قبيح الوجه جداً ؟
- ٦ - ماذا طلبت المرأة من الصائغ ؟
- ٧ - ماذا قال لها الصائغ ؟
- ٨ - لماذا اخذت المرأة الجاحظ الى الصائغ ؟

Vocabulary note: In a sentence like

كَمْ وَصَلَتْنا مِنْ كُتُبِ الْجَاحِظِ؟ 'How many books from among the books by Al-Jāhiz have come down to us?'

The noun after كَمْ is usually omitted, giving كَمْ وَصَلَتْنا الْجَاحِظِ ؟ as in question 3 above, or alternatively كَمْ وَصَلْنَا مِنْ كُتُبِ الْجَاحِظِ ؟

A. Basic text

Al-Jāhiz was one of the great literary figures of the ninth century A.D. We do not know a great deal about his life as a boy, but we do know that he was born in Basra, and that he developed a great love for knowledge; we also know that he studied many Arabic books and foreign books that had been translated into Arabic.

Al-Jāhiz became known for his prodigious literary output, for he wrote a great number of books, but no more than thirty of his books have come down to us. Some of his books have been translated in this century into foreign languages.

Al-Jāhiz worked in many positions, including teaching; the sons of the Caliph Al-Mutawakkil were among his students for a short while.

It has been reported that Al-Jāhiz became a scribe to a certain political figure, Ibrāhīm Ibn 'Abbās Al-Ṣulī, but Al-Ṣulī dismissed him after three days because he was ugly ("ugly of face").

It has also been reported that Al-Jāhiz was seen walking around in Baghdad when a woman approached him, took him by the hand and led him to a goldsmith

without speaking. When they arrived, the woman said to the goldsmith, "Draw me a picture like the image of this man," and went away. Thereupon Al-Jāhiz asked the goldsmith, "What is this woman's story?" He said, "She asked me to engrave a picture of the Devil on her ring for her, and I informed her that I had not seen the Devil (to be able) to draw for her a picture like his image. Then she left me without saying a word. After an hour she returned with you." Then Al-Jāhiz went away laughing.

B. Vocabulary

ب - المفردات	
الْجَاهِظُ	Al-Jāhiz
قُرْنٌ - قُرُونٌ	century
مِيلَادِي	A.D., of the Christian era
وُلِدَ	(passive) he was born
الْبَصْرَةُ	Basra
كَمَا	as, and in addition, and also (followed by sentence)
تُرْجِمَتْ	(passive) it (f.) was translated
عُرِفَ -	(passive) he became known for
أَنْتَجَ ، إِنْتَاجٌ	IV to produce, put out
وَصَلَ	(foll. by acc. obj.) to come to
الْمُتَوَكِّلُ	Al-Mutawakkil
مُدَّةٌ - مَدَّةٌ	period (of time), while
قَبِيحٌ - قُبَاحٌ	ugly
وَجْهٌ - وَجْهَةٌ	face
ذُكِرَ	(passive) it was mentioned, reported, related
شُهِدَ	(passive) he was seen
زَهَبَ - ، زَهَابٌ	to take, conduct (s.o.)
دُونَ	without

لَمَّا	when, at the time that (conj.)
رَسَمَ - رَسْمٌ	to draw, engrave
صَوَّرَ - صُورَةٌ	image, form; picture
قَصَّ - قِصَّةٌ	story
كَ	like, as (prep.)
ضَحَكَ - ضُحْكٌ	to laugh

Additional vocabulary

سَيَّطَرَ ، سَيِّطَرَةٌ عَلَى	to control, dominate
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C. Grammar and drills

ج - القواعد والتمارين :

1. Quadriliteral verbs
2. Passive voice: Perfect tense
3. Adjective idāfas
4. The noun مِثْلٌ and the preposition كَ .
5. Verbs of arriving with accusative object
6. Idāfas with both members modified

1. Quadriliteral verbs

The great majority of Arabic verbs have roots consisting of three radicals, for example كَتَبَ 'to write' (root KTB) or اِسْتَقْبَلَ 'to receive' (root QBL). These are termed triliteral verbs. There are some verbs, however, whose roots have four radicals, for example تَرَجَّمَ 'to translate' (root TRJM) and سَيَّطَرَ 'to control, gain control (of)', (root SYTR); these are called quadriliteral verbs. There are no verbs with fewer than three or more than four radicals.

Quadriliteral verbs have a simple Form (QI) and three derived Forms (QII, III, and IV). Forms QIII and IV are quite rare and will not be dealt with here.

Form QI is conjugated like Form II of triliteral verbs, the only difference being that the former has two different radicals in the place of the doubled middle radical of Form II. Thus the perfect stem pattern for QI verbs is FaSTaL- (the capital letters representing respectively the First, Second, Third, and Last radical), and the imperfect stem pattern is -FaSTiL-. The following chart shows the conjugation of 'to translate.'

تَرْجَمَ

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	تَرْجَمَ	يُتَرْجَمُ	يُتَرْجَمَ	يُتَرْجَمْ	تَرْجِمْ تَرْجِمِي
FS	تَرْجَمَتْ	تُتَرْجَمُ	تُتَرْجَمَ	تُتَرْجَمْ	
2 MS	تَرْجَمْتَ	تُتَرْجِمُ	تُتَرْجِمَ	تُتَرْجِمْ	
FS	تَرْجَمْتِ	تُتَرْجِمِينَ	تُتَرْجِمِي	تُتَرْجِمِي	
1	تَرْجَمْتُ	أُتَرْجِمُ	أُتَرْجِمَ	أُتَرْجِمْ	
3 MD	تَرْجَمَا	يُتَرْجِمَانِ	يُتَرْجِمَا	يُتَرْجِمَا	تَرْجِمَا
FD	تَرْجَمْتَا	تُتَرْجِمَانِ	تُتَرْجِمَا	تُتَرْجِمَا	
2 D	تَرْجَمْتُمَا	تُتَرْجِمَانِ	تُتَرْجِمَا	تُتَرْجِمَا	
3 MP	تَرْجَمُوا	يُتَرْجِمُونَ	يُتَرْجِمُوا	يُتَرْجِمُوا	تَرْجِمُوا تَرْجِمْنَ
FP	تَرْجَمْنَ	يُتَرْجِمْنَ	يُتَرْجِمْنَ	يُتَرْجِمْنَ	
2 MP	تَرْجَمْتُمْ	تُتَرْجِمُونَ	تُتَرْجِمُوا	تُتَرْجِمُوا	
FP	تَرْجَمْتُنَّ	تُتَرْجِمْنَ	تُتَرْجِمْنَ	تُتَرْجِمْنَ	
1 P	تَرْجَمْنَا	نُتَرْجِمُ	نُتَرْجِمَ	نُتَرْجِمْ	

The active participle is also like that of Form II trilateral verbs, having the pattern muFaSTiL:

مُتَرْجِمٌ	'translating; translator'
مُسَيِّطِرٌ	'controlling; sovereign'

but the verbal noun has the pattern FaSTaLa(t):

تَرْجُمةٌ	'translating, translation'
سَيِّطَرَةٌ	'control, rule'

Now do Drill 1. (On tape) Conjugation: Quadriliterals

Form QII is characterized by a prefix ta-, and is conjugated like Form V of trilateral verbs. The perfect stem is taFaSTaL-; the imperfect stem is also -taFaSTaL-. Shown below as examples are the third person masculine singular forms of تَأْمَرُكَ 'to become Americanized, act or behave like an American':

PERFECT	IMPERFECT		
	Indicative	Subjunctive	Jussive
تَأْمَرُكَ	يَتَأْمَرُكَ	يَتَأْمَرُكَ	يَتَأْمَرُكَ

The AP has the pattern mutaFaSTiL-:

مُتَأْمَرُكَ	'behaving like an American'
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The verbal noun is taFaSTuL-:

تَأْمَرُكَ	'act of behaving like an American'
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In general, QII verbs bear the same relation of meaning to QI verbs as do triliteral Form V verbs to Form II. In particular, QII verbs are commonly derived from nouns with four or more radicals, and have the meaning "to behave like, pretend to be, assume the characteristics of (the noun)":

<u>Noun</u>	<u>QII</u>
أَمْرِيكَ 'America'	تَأَمَّرَكَ 'to behave like an American'
شَيْطَانٌ 'devil'	تَشَيَّطَنَ 'to be devilish'
فَيْلَسُوفٌ 'philosopher'	تَفَلَّسَفَ 'to pretend to be a philosopher, talk pompously'

2. Passive voice: Perfect tense

a. Form

All the verbs that we have encountered before this lesson have been in the active voice; in this lesson we take up the passive voice. The principal difference between active and passive voice is, in brief, that the subject of the passive verb is acted upon by some other agent, while this is not the case with the subject of an active verb. Compare:

Active	Passive
John <u>saw</u> some friends at the fair.	John <u>was seen</u> at the fair.
They <u>robbed</u> the bank.	The bank <u>was robbed</u> by professionals.
I <u>mentioned</u> your name at the party.	Your name <u>was mentioned</u> at the party.

The subjects of the active verbs performed the acts, while the subjects of the passive verbs underwent the action.

The passive voice in Arabic is indicated by special vowel patterns in the stem of the verb. In the perfect tense, the active-passive contrast is illustrated below:

Form I	Active Voice	Passive Voice
Pattern	FaMiL-	FuMiL-
	دُرِسَ 'he studied'	دُرِسَ 'it was studied'
	شُرِبَ 'he drank'	شُرِبَ 'it was drunk'

All verbs that have the stem vowel u in the perfect tense are intransitive and therefore do not form a passive.

The rule for the formation of the passive of the perfect tense in all verb Forms is: (a) change the stem vowel (the vowel before the last radical L) to i; then (b) change all preceding vowels to u if short or uu if long. This is illustrated below for the various verb Forms (there is no passive in Forms VII and IX, and the passive is rare in V and VI):

Form	Active	Passive	Passive Pattern
I	دُرِسَ 'to study'	دُرِسَ 'to be studied'	FuMiL-
II	قُدِّمَ 'to offer'	قُدِّمَ 'to be offered'	FuMMiL-
III	شَاهَدَ 'to see'	شُوهِدَ 'to be seen'	FuuMiL-
IV	أُرْسِلَ 'to send'	أُرْسِلَ 'to be sent'	?uFMiL-
V		rare	tuFuMMiL-
VI		rare	tuFuuMiL-
VII		none	
VIII	اِنْتُخِبَ 'to elect'	اِنْتُخِبَ 'to be elected'	?uFtuMiL-

cont.

IX		none	
X	اِسْتَقْبَلَ 'to receive'	اُسْتُقْبِلَ 'to be received'	?ustuFMiL-
QI	تَرْجَمَ 'to translate'	تُرْجِمَ 'to be translated'	FuSTiL-
QII		rare	tuFuSTiL-

The conjugation of the passive is exactly like that of the active, since only an internal vowel change is involved. The conjugation of all perfect passive verbs is illustrated below with the passive verb وَلِدَ 'to be born' (from وَلَدَ 'to bear, give birth to').

وَلِدَ 'to be born'			
	Singular	Dual	Plural
3 M	وُلِدَ 'he was born'	وُلِدَا 'they were born'	وُلِدُوا 'they were born'
F	وُلِدَتْ 'she was born'	وُلِدَتَا 'they were born'	وُلِدْنَ 'they were born'
2 M	وُلِدْتُمْ 'you were born'	وُلِدْتُمَا 'you were born'	وُلِدْتُمْ 'you were born'
F	وُلِدْتِ 'you were born'		وُلِدْتُنَّ 'you were born'
1	وُلِدْتُ 'I was born'		وُلِدْنَا 'we were born'

Now do Drills 2 (on tape) and 3.

b. Usage

The Arabic passive construction is like the English passive construction in that the object of an active transitive verb may be made the subject of the passive form of that verb. In the following, the preposition بِـ 'by means of, by, with' is used to indicate the instrument or thing used:

Active:

كُتِبَتِ الرِّسَالَةُ بِهَذَا الْقَلَمِ. 'I wrote the letter with this pencil.'

Passive:

كُتِبَتِ الرِّسَالَةُ بِهَذَا الْقَلَمِ. 'The letter was written with this pencil.'

In both sentences, الرِّسَالَةُ 'the letter' is the thing acted upon (the undergoer of the action, or goal), قَلَمِ 'pencil' is the instrument, and أَنَا (in the active sentence only) 'I' is the agent (the performer of the action).

The big difference between Arabic and English is that Arabic cannot express the agent in the passive construction. Thus, Arabic has no construction parallel to

'The letter was written by me.'

The only way to express the agent in Arabic is as the subject of an active verb. To rephrase this, if the agent is to be expressed in Arabic, only the active verb can be used. We can accordingly set up the following equation:

Agent expressed:

Arabic	English
كُتِبَتِ الرِّسَالَةُ.	'I wrote the letter.'
	'The letter was written <u>by me</u> .'

Agent not expressed:

Arabic	English
كُتِبَتِ الرِّسَالَةُ بِهَذَا الْقَلَمِ.	'The letter was written with this pen.'

a. Notes: Active voice. When the agent is mentioned, the verb must be in the active voice, and the agent is the subject of the verb. The noun الرَّئِيسُ is agent and subject of the verb in the following sentence.

عَقَدَ الرَّئِيسُ الْيَوْمَ مُؤْتَمَرًا صُحُفِيًّا بِشَأْنِ الْإِنْتِخَابَاتِ الْقَادِمَةِ.	'The president held a press conference today regarding the coming elections.'
--	---

b. Passive voice. If the agent is not mentioned, the noun referring to the undergoer of an action becomes the subject of the passive verb, like مُؤْتَمَرٌ صُحُفِيٌّ in the following sentence:

عُقِدَ الْيَوْمَ مُؤْتَمَرٌ صُحُفِيٌّ بِشَأْنِ الْإِنْتِخَابَاتِ الْقَادِمَةِ.	'A press conference was held today regarding the coming elections.'
---	---

c. In the two cases above, the agent is directly involved in the act, whether mentioned or not. There are other cases where the agent's involvement is not of immediate concern. With the verb "to break", for example, we can say

- (a) "I broke the dish." (active voice)
- (b) "The dish was broken by the waiter." (passive voice)
- (c) "The dish got broken" or "The dish broke." (active voice, but agent not a matter of concern)

In the case of (c) above, the dish may have gotten broken from any cause, including normal wear and tear; or the identity of the agent may be logically deduced from the circumstances, as when the mother sees her child all alone in the kitchen with a broken dish on the floor beside him. These three usages can be contrasted in Arabic with the Form I verb كَسَرَ 'to break' (transitive)

and the Form VII verb **اِنْكَسَرَ** 'to be broken, to break' (intransitive).

(a) Form I, active:

كَسَرَ وَلَدُكَ الْفِنْجَانَ. 'Your child broke the cup.'
(agent known and mentioned)

(b) Form I, passive:

كُسِرَ الْفِنْجَانُ. 'The cup was broken.' (agent unknown
or deliberately concealed)

(c) Form VII:

اِنْكَسَرَ الْفِنْجَانُ. 'The cup broke.' (agent not
necessarily involved)

Verbs of type (c) are mostly Form V, VI, and VII verbs; they typically occur as a substitute for the passive of Form II, III and I verbs respectively. Some illustrations follow; verbs that do not occur in this textbook are included here merely for purposes of illustration:

Form	Active meaning	Passive meaning
I	قَطَعَ 'to cut'	I قُطِعَ 'to be cut off' VII اِنْقَطَعَ 'to be cut; to come to an end, to end'
I	عَقَدَ 'to hold' (a meeting)	I عُقِدَ 'to be held' VII اِنْعَقَدَ 'to be held, take place'
II	طَوَّرَ 'to develop' (s. th.)	V تَطَوَّرَ 'to be developed, to evolve'
II	اَثَّرَ 'to influence'	V تَاَثَّرَ 'to be influenced'
II	زَوَّجَ 'to marry off, give in marriage'	V تَزَوَّجَ 'to be married, get mar- ried; to marry (s.o.)'
II	غَيَّرَ 'to change' (s.th.)	V تَغَيَّرَ 'to be changed, to change' (intransitive)
III	بَارَكَ 'to bless'	VI تَبَارَكَ 'to be blessed'

Remark: As a matter of translating from Arabic to English, it often makes for a smoother translation to translate an Arabic active as an English passive, especially when the Arabic subject is much longer than the object.

Example:

إِسْتَقْبَلَنِي فِي الْمَطَارِ أَحَدُ الْأَصْدِقَاءِ
الَّذِينَ دَرَسْتُ مَعَهُمْ فِي أَمْرِيكَ . 'I was met at the airport by one of my
friends with whom I had studied in the
States.'

Verbs with two accusatives form their passive construction by making the first accusative the subject of the passive verb and leaving the second accusative unchanged. Thus:

Active:

مَنَحُوا الطَّالِبَ أَلْفَ دُولَارٍ . 'They granted the student a thousand
dollars.'

Passive:

مُنِحَ الطَّالِبُ أَلْفَ دُولَارٍ . 'The student was granted a thousand
dollars.'

Active:

إِنْتَخَبْنَا مُحَمَّدًا رَئِيسًا . 'We elected Muhammad president.'

Passive:

اُنْتُخِبَ مُحَمَّدٌ رَئِيسًا . 'Muhammad was elected president.'

Verb-preposition idioms form their passives as illustrated below:

Active:

بَحَثُوا عَنِ الْقَلَمِ . 'They searched for the pencil.'

Passive:

بُحِثَ عَنِ الْقَلَمِ. 'The pencil was searched for.'

In a verb-preposition idiom the goal of the action is the object of the preposition; it remains the object of the preposition in the passive construction, the verb being placed in the third masculine singular regardless of the number and gender of the goal. (A verb used thus, exclusively in the third person masculine singular, is called an impersonal verb.) Further illustrations:

رُحِبَ بِرَأْسِ الْجُمْهُورِيَّةِ تَرْحِيْبًا. 'The president was welcomed warmly.'
 كَثِيرًا هَلْ تُنْظَرُ فِي هَذِهِ الْأُمُورِ؟ 'Have these matters been looked into?'
 لَقَدْ سُمِحَ لَكَ بِالذَّهَابِ. 'You have been permitted (=granted permission) to go.'

Now do Drill 4.

Drill 2. (On tape) Conjugation: Perfect passive

Drill 3. (Also on tape) Conjugation: Perfect passive

a. 'He was met with a tremendous reception.' اُسْتُقْبِلَ اِسْتِقْبَالًا عَظِيمًا.

الرجل	انتما	انا
المراسلون	انتن	نحن
النساء	هم	انتم
المرأتان	هو	انت

b. 'He was thrown out of the office.' اُخْرِجَ مِنَ الْمَكْتَبِ.

الاولاد	نحن	انا
الرجال	هو	انتم
	هم	هما

Drill 4. (Also on tape) Transformation: Active → passive

a. 'They met the president with a tremendous reception.' → اِسْتَقْبَلُوا الرَّئِيسَ اسْتِقْبَالًا عَظِيمًا. ←

'The president was met with a tremendous reception.' اُسْتُقْبِلَ الرَّئِيسُ اسْتِقْبَالًا عَظِيمًا.

- ١ - اخبرني سليم بان نانسي تدرس العربية •
- ٢ - تركها في الدار •
- ٣ - شاهدكم في الشارع مساء أمس •
- ٤ - نشرت الجامعة كثيرا من الكتب •
- ٥ - انشأ الاديب هذه المجلة في النصف الاول من هذا القرن •
- ٦ - منعني من حضور الاجتماع •
- ٧ - رسموا صورة جميلة •
- ٨ - منحوا الاديب الفتي دولار •

b. 'The Bedouin welcomed the visitor.' → رَحَّبَ الْبَدَوِيُّ بِالزَّائِرِ. ←

'The visitor was welcomed.' رُحِّبَ بِالزَّائِرِ •

- ١ - بحثنا عن السلام في الشرق الاوسط •
- ٢ - نظرت في هذه المشكلة الصعبة •
- ٣ - اعتمدوا على مساعدته •
- ٤ - سمحتم لها بالذهاب •

3. Adjective idāfas

The phrase قَبِيحُ الْوَجْهِ means "ugly of face". This is a fairly common construction in both Arabic and English, as in "sound of limb", "fleet of foot"

and so on. In the Arabic construction the adjective and the following noun form an idāfa. The adjective, as first term, never has nunation; and the following noun, as second term, is always genitive. This noun always takes the definite article. The noun defines the applicability of the adjective: "ugly as far as the face is concerned". The adjective agrees with whatever noun it modifies in the sentence, not with the noun in the idāfa:

الرَّجُلُ قَبِيحُ الْوَجْهِ. 'The man is ugly of face.'
 الْمَرْأَةُ قَبِيحَةُ الْوَجْهِ. 'The woman is ugly of face.'

In the examples above, the adjective idāfa is functioning as a predicate adjective in an equational sentence. It may also function as the adjective in a noun-adjective phrase. If the noun in that phrase is indefinite, the adjective in the idāfa of course has no definite article:

قَابَلْتُ رَجُلًا قَبِيحَ الْوَجْهِ. 'I met a man (who was) ugly of face.'

But--and here is where an adjective idāfa differs from an ordinary idāfa--if the preceding noun is definite, the adjective has the definite article even though it is the first term of an idāfa:

قَابَلْتُ الرَّجُلَ الْقَبِيحَ الْوَجْهِ. 'I met the man (who was) ugly of face.'

Other examples of adjective idāfas are

تَحَدَّثْتُ أَمْسَ إِلَى بِنْتٍ جَمِيلَةِ الْوَجْهِ. 'Yesterday I talked to a girl with a beautiful face.'
 رَشِيدٌ كَثِيرُ الْكَلَامِ. 'Rashid is garrulous (copious of speech).'

Now do Drill 5.

Drill 5. Written. Transformation: Predicate adjective → adjective idāfa

'The face of the man is ugly.' → وَجْهُ الرَّجُلِ قَبِيحٌ .

'The man is ugly of face.' (= The man has an ugly face.) → الرَّجُلُ قَبِيحُ الْوَجْهِ .

'The man ugly of face came.' (= The man with the ugly face came.) → حَضَرَ الرَّجُلُ الْقَبِيحُ الْوَجْهَ .

- | | | | |
|-----|--------------------|-----|-----------------------|
| ٤ - | قلب الحبيب مخلص . | ١ - | عينا المرأة جميلتان . |
| ٥ - | نفس صديقي جميلة . | ٢ - | رأس الولد كبير . |
| ٦ - | أسئلة ابني كثيرة . | ٣ - | اذنا البنت صغيرة . |

4. The noun مِثْلٌ 'like' and the preposition كَ 'like, as'

These two forms can both often be translated into English as "like" or "as" but their usage in Arabic is slightly different:

(a) مِثْلٌ is a noun, and can serve independently as the first term of an idāfa, or take a pronoun suffix. Several possible translations are illustrated below.

لا يَنْجَحُ مِثْلُ هَذَا الرَّجُلِ . 'Such a man as that (or A man like that) does not succeed.'

لَمْ أَقْرَأْ مِثْلَ هَذِهِ الْقِصَصِ . 'I haven't read such stories as these.'

أَنْتُمْ مِثْلَهُمْ . 'You are like them.'

The مِثْلٌ constructions described above may follow another noun, in which case مِثْلٌ is in apposition with that noun (agrees with it in case) and is usually translated "like".

أَرْسَمَ لِي صُورَةً مِثْلَ صُورَةِ هَذَا الرَّجُلِ .	'Draw me a picture like the image of this man.'
حَصَلَتْ عَلَى صُورَةٍ مِثْلَ صُورَةِ هَذَا الرَّجُلِ .	'She obtained a picture like the image of this man.'

Finally, the accusative form **مِثْلَ** may introduce an adverbial phrase modifying a verb (used this way it acts like a preposition):

يَتَكَلَّمُ الْعَرَبِيَّةَ مِثْلَ أَجْنَبِيٍّ .	'He speaks Arabic like a foreigner.'
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(b) The particle **كَ** is a preposition, followed by a noun in the genitive case. Unlike most prepositions, it does not take pronoun suffixes. In some contexts it is interchangeable with **مِثْلَ** and may be translated similarly:

هَلْ الْحَيَاةُ فِي الشَّرْقِ الْأَوْسَطِ = كَالْحَيَاةِ فِي أَمْرِيكَ ؟ هَلْ الْحَيَاةُ فِي الشَّرْقِ الْأَوْسَطِ مِثْلَ الْحَيَاةِ فِي أَمْرِيكَ ؟	'Is life in the Middle East like life in America?'
= تَحَدَّثَ إِلَيَّ كَالْوَالِدِ . تَحَدَّثَ إِلَيَّ مِثْلَ الْوَالِدِ .	'He talked to me like a father.'

In addition, **كَ** has the special meaning "as" in the sense of "in the capacity of", for example:

مَا رَأْيُكَ كَمُسْتَشْرِقٍ فِي هَذَا الْمَوْضُوعِ ؟	'What is your opinion as an orientalist on this subject?'
--	--

(c) Both **مِثْلَ** and **كَ** may have as their object a clause introduced by **مَا** (see 23.C.3). The combinations **مِثْلَمَا** and **كَمَا** are equivalent to the English conjunction "as":

أُنْتُخِبَ الرَّئِيسُ هُنَا مِثْلَمَا أُنْتُخِبَ هُنَاكَ . 'The president was elected here as (the way that) he was elected there.'

إِفْعَلْ كَمَا تُحِبُّ . 'Do as you like.'

In addition, كَمَا may be translated "and also":

تَحَدَّثَ عَنْ حَيَاةِ الْجَاهِزِ كَمَا ذَكَرَ . 'He spoke about the life of Al-Jāhiz, and also mentioned his prodigious (literary) output.'

كَاَنَّ may also be followed by an أَنَّ -clause (see 19.C.2); the combination كَاَنَّ has the meanings "as if, as though, it is as if...":

يَتَكَلَّمُ الْعَرَبِيَّةَ كَاَنَّهُ أَجْنَبِيٌّ . 'He speaks Arabic as though he were a foreigner.'

يَتَصَرَّفُ كَاَنَّهُ مُدِيرُ الْبَنْكِ . 'He behaves as though he were the bank director.'

نَظَرَ إِلَيَّ كَاَنَّهُ يَعْرِفُنِي . 'He looked at me as though he knew me.'

5. Verbs of arriving with accusative object

The verb وَصَلَ 'to arrive' is normally used with the preposition إِلَى before a noun of place, e.g.

وَصَلُوا أَمْسَ إِلَى بَغْدَادَ . 'They arrived yesterday in Baghdad.'

In the following sentence, however, وَصَلَ is used with an accusative object and is translated differently into English:

وَصَلَتْني رِسَالَةٌ هَامَّةٌ الْيَوْمَ . 'I received an important letter today.' (Lit.. "An important letter reached me today.")

In this construction, the verb is translated as "to receive", but the subject

of the Arabic sentence becomes the object of the English sentence, and the Arabic object becomes the English subject. This construction is true of a few other verbs meaning "to arrive" or "to come", such as جاء 'to come' which will be introduced in Lesson 31. Further illustrations:

هل وصلتَ الكتابَ الجديدُ ؟	'Have you received the new book?'
كتبهُ التي وصلتنا ليست أكثر من ثلاثين .	'His books which have come down to us (or 'which we have received') are no more than thirty.'

6. Idāfas with both members modified

In lesson 12.C.4. idāfas with both members modified are described; an example from that discussion is:

المصري	الجريدة	البيروتية	مُرَاسِلُ	'The Egyptian correspondent of the Beirut newspaper'
A ₁	A ₂	N ₂	N ₁	

In such a construction, the adjective A₂ modifies the noun N₂, and A₁ modifies N₁. Since the lines of modification are awkward in such an idāfa, the idāfa is often replaced by two noun-adjective phrases joined by ل 'of'.

المصري	الجريدة	البيروتية	المُرَاسِلُ	'the Egyptian correspondent of the Beirut newspaper'
	الجديد	للمتحف	الوطني	'the new building of the national museum'
	القادم	للحزب	الجمهوري	'the next convention of the Republican Party'

D. Comprehension passage

د - نصوص للفهم

1. Read the following passage and then do Drill 6 which is based on it.

البصرة مدينة بناها قائد عربي في النصف الاول من القرن السابع
 he built الميلادي ، واصبحت مدينة تجارية هامة .

وفي القرون الوسطى عرفت في العراق مدرستان لغويتان كانت
 Middle Ages احدهما في البصرة . ومن اللغويين الذين انتجتهم مدرسة البصرة ،

الخليل بن أحمد الذي كتب " كتاب العين " واستنبط قواعد الشعر العربي
 extracted discovered the letter ع

ومنهم كذلك سيهويه الذي كتب عن قواعد اللغة العربية كتابا طويلا
 عرف باسم " الكتاب " ولا يزال العرب يعتبرون هذين الرجلين من اعظم
 اللغويين . وكانت المدرسة اللغوية الاخرى في الكوفة .

عرفت البصرة في القرون الوسطى نهضة فكرية عظيمة من اهم
 رجالها واصل بن عطاء والنظام ، وعرفت نهضة ادبية من اهم رجالها اسود
 نواس والجاحظ .

وبالبصرة اليوم ثلاثة المدن العراقية في الاهمية ، فقد أصبحت
 منطقة تجارية وصناعية مشهورة .

أسئلة
 Drill 6. Written. Question/Answer

- ١ - أين مدينة البصرة ؟
- ٢ - ما المدرستان اللغويتان المشهورتان في العراق ؟
- ٣ - هل سمعت عن سيهويه قبل اليوم ؟ والخليل بن احمد ؟ ماذا تعرف
 عنهما الآن ؟
- ٤ - هل البصرة اليوم اهم المدن العراقية ؟
- ٥ - ما اهمية البصرة اليوم ؟

2. Listen to the passage on tape and then do Drill 7. (Note: the word جَلَسَ
 means "to sit")

Drill 7. Written. Question/Answer

- ١ - لماذا كان السيد فرانك وليامز يذهب الى القاهرة كل عام ؟
- ٢ - ما هي الصور المصرية التي كانت في بيت السيد وليامز ؟
- ٣ - لماذا منع السيّد وليامز من اخذ صور في متحف القاهرة ؟
- ٤ - كيف حصل السيّد وليامز على الصور ؟
- ٥ - ماذا فعل مدير المتحف لما شاهد الصور التي رسمها السيد وليامز ؟

E. General drills

هـ - التمارين العامة

Drill 8. Transformation: Affirmative → negative

- ١ - النساء ذهبن الى السينما ليلة امس .
- ٢ - له علاقة بالموضوع الذي سنتحدث عنه في الاجتماع .
- ٣ - بعلمك في منطقة شرق لبنان .
- ٤ - يرغب فرانك في ان يرأس سليم .
- ٥ - سأشاركه في عمله .
- ٦ - الصناعة في السعودية مختلفة عن الصناعة في الكويت .
- ٧ - سيذهبون مساء الغد في الساعة الثامنة .
- ٨ - انقطعت الرسائل بعد عام واحد .
- ٩ - الحلول التي قدمها بشأن هذه المشكلة سهلة .

Drill 9. Written. Combination: Elative

Combine each pair of sentences below, as shown :

- 'The man is ugly. His son is ugly.' → ← الرجل قبيح . ابنه قبيح .
- 'The man is ugly, but his son is (even) uglier than he is.' → ← الرجل قبيح ولكن ابنه اقبح منه .

- ١ - حل هذه المشكلة صعب . حل تلك المشكلة صعب .
- ٢ - اخوك صغير . اخي صغير .

- ٣ - قناة بناما طويلة • قناة السويس طويلة •
 ٤ - قصتي غريبة • قصتها غريبة •
 ٥ - مدة اقامتهم قصيرة • مدة اقامتنا قصيرة •
 ٦ - شعره جميل • شعرها جميل •
 ٧ - اهتمامك بهذا الامر كبير • اهتمامي به كبير •
 ٨ - المرأة سعيدة • ابنتها سعيدة •

Drill 10. Written. Review: Verb Forms

Fill in the blanks in the chart below, vowelling all words completely.

Ex.	Active Participle	Verbal N.	(Perfect) Passive	(Perfect) Active	Meaning
	دارِسٌ	دِرَاسَةٌ	دُرِسَ	دَرَسَ	to study
	حاكِمٌ على				
		المحافظة على			
				منح	
		اكرام			
			حمل		
	مستقبل				
		تخريج			
				تناول	
					to translate

Drill 11. Written. Translation: English → Arabic

1. The American Secretary of State arrived last night bearing important

letters.

2. He took his beloved by the hand, laughing.
3. That ruler was known for being (بِأَنَّهُ) ugly ("ugly of face").
4. What's the name of the boy with the beautiful eyes ("the handsome of eyes")?
5. Are you certain he will be able to translate such a difficult article?

Drill 12. Oral practice: Sentence completion.

The first student completes one of the sentences below, addressing it to a fellow student, who must answer it.

- | | |
|-----------------------|---------------------------|
| ٧ - ما اسم _____ ؟ | ١ - هل انت _____ ؟ |
| ٨ - كم _____ ؟ | ٢ - لماذا ذهبت _____ ؟ |
| ٩ - اليس _____ ؟ | ٣ - من الرجل الذي _____ ؟ |
| ١٠ - هل لك _____ ؟ | ٤ - اين _____ ؟ |
| ١١ - هل جميع _____ ؟ | ٥ - اهذا _____ ؟ |
| ١٢ - هل يتطلب _____ ؟ | ٦ - ماذا _____ ؟ |

Drill 13. Written. Vocabulary

Fill in the blanks choosing from among the words listed , making any necessary changes.

ولاية ، مصنع ، سنوي ، تحقيق ، صباحا ، المؤتمر ، يهذل ، حفر ،
يترك ، القومية ، المحافظة على ، شر ، فم ، حقوق ، مدة ، يتمكن من ،
تم ، مسافة ، يفكر ، تأثر ، سمح ، حكم ، انقطعت ، خدم

- ١ - _____ المهندس بلاده عندما ساعد على _____ القناة .
- ٢ - _____ سينعقد _____ للحزب في _____ كالفورنيا .
- ٣ - _____ عمال هذا _____ الكبير جهودا عظيمة للحصول على حقوقهم .

- ٤ - ——— جيراننا المدينة غدا ——— .
- ٥ - تربط هذه الحكومة بين ——— والمحافظة على حقوق الشعب .
- ٦ - انتشرت هذه المجلة الاسلامية ——— طويلة .
- ٧ - سافر " السندباد " ——— بعيدة قبل ان ——— الاقامة في مكان واحد .
- ٨ - لن ——— له الحكومة بان يعمل كطبيب قبل ان يحصل على الشهادة .
- ٩ - ——— القائد البلد سنوات و ——— بالحياة الشعبية تأثرا عظيما .
- ١٠ - اخذ يفكر كثيرا ب ——— السلام في داخل البلاد وخارجها .
- ١٢ - تراسلا مدة طويلة ثم ——— الرسائل بينهما .
- ١٣ - هل ——— السد العالي في مدة قصيرة ؟
- ١٤ - قاوموا ——— بالخير .

الفصحى والعامية

العربية المستخدمة اليوم في العالم العربي تشمل اللغة الفصحى واللهجات العامية . الفصحى هي لغة القرآن وانتاج الادباء العرب من بداية تاريخهم الادبي . وهي لا تزال الى اليوم اللغة المستخدمة في المجلات والجرائد والكتب والمحاضرات ونشرات الاخبار وفي المناسبات occasions الرسمية وغيرها . أما اللهجات العامية فتستخدم للتخاطب في الحياة conversation اليومية ، فهي تستخدم مثلاً في البيت والشارع .

لقد تطورت الفصحى والعامية خلال تاريخهما الطويل تطورا كبيرا . فالفصحى قد تطورت في مفرداتها وأساليبها واصبحت ما يعرف عند البعض بالعربية المعاصرة ، ولكن قواعدهما لا تختلف عن القواعد المتبعة في القرآن والادب العربي القديم عامة . أما العامية فقد تغيرت لهجاتها وأشكالها القديمة واصبحت تختلف من بلد الى آخر اختلافا كبيرا : its forms فاللهجة المصرية مثلا تختلف عن اللهجة العراقية ، واللهجة اللبنانية تختلف عن اللهجة التونسية ، بل ان اللهجات تختلف في الدولة الواحدة فلهجة القاهرة تختلف عن لهجة الاسكندرية ، وهما تختلفان عن لهجة أسوان .

وكثير من الادباء العرب المعاصرين يكتبون القصص بالفصحى ، لكن البعض يفضلون كتابة الحوار بالعامية . dialogue ومن المتفق عليه ان اللغة العربية هي الرابطة اللغوية التي تربط بلاد العالم العربي المعاصر .

أسئلة

- ١ - ماذا تشمل العربية المستخدمة اليوم في العالم العربي ؟
- ٢ - ماهي الفصحى ؟
- ٣ - كيف تستخدم اللغة الفصحى اليوم ؟
- ٤ - كيف تستخدم اللهجات العامية ؟
- ٥ - بأي اسم أصبحت الفصحى تعرف عند البعض ؟
- ٦ - هل تطوّرت الفصحى ؟ والعامية ؟
- ٧ - هل تختلف العامية من بلد الى آخر ؟
- ٨ - هل للغة العربية اهمية سياسية ؟
- ٩ - كيف تكتب القصة العربية اليوم ؟

A. Basic text

Classical and Colloquial Arabic

The Arabic used today in the Arab world includes Classical Arabic and the colloquial dialects. Classical Arabic is the language of the Qur'an and of the production of Arab authors since the beginning of their literary history. And up until today it is still the language used in magazines, newspapers, books, lectures, news bulletins, on official occasions, and so on. As for the colloquial dialects, they are used for conversation in daily life; they are used, for example, at home and on the street.

Classical and colloquial Arabic have developed considerably during their long history. Classical has developed in its vocabulary and style, and has become what is known among some as contemporary Arabic. But its rules of grammar do not differ in general from the rules followed in the Qur'an and ancient Arabic literature. As for colloquial, its ancient dialects and forms have changed, and they have come to differ greatly from one country to another. Thus, the Egyptian colloquial, for example, differs from the Iraqi, and the Lebanese

from the Tunisian. Indeed, the colloquials vary within the same country; thus, the Cairo dialect differs from the Alexandria dialect, and both differ from the Aswan dialect.

Many modern Arab writers write short stories in Standard Arabic, but some prefer to write the dialogue in the colloquial.

It is agreed that the Arabic language is the linguistic tie which binds together the countries of the contemporary Arab world.

B. Vocabulary

ب - المفردات

الْفُصْحَى	Classical ("Literary" or "Standard") Arabic
الْعَامِيَّةُ	colloquial Arabic
عَامِيٌّ	common, popular; colloquial
مُسْتَعْدَمٌ - وَن	used
لَهْجَةٌ - لَهْجَاتٌ	dialect
الْقُرْآنُ	the Qur`ān
نَشْرَةٌ - نَشْرَاتٌ	report, bulletin, broadcast
رَسْمِيٌّ	official; formal
أَمَّا ... فَ	as for...
تُسْتَعْدَمُ	(f.s. passive) it is used
مَثَلًا	for example
خِلَالِ	during
مُفْرَدَاتٌ	(p.) vocabulary items, vocabulary
أُسْلُوبٌ - أُسَالِيبُ	style
مَا	that which, what (relative pronoun)
عِنْدَ	in the opinion of, in the view of
عَاصِرٌ ، مُعَاصِرَةٌ	III to be contemporary (to)
مَتَّبَعَ - وَن	followed, observed, adhered to
عَامَّةً	generally
تَغَيَّرَ ، تَغَيَّرَ	V to change (intrans.), evolve, develop
فَضَّلَ ، تَفَضَّلَ عَلَى	II to prefer (s.th.) to

مِنَ الْمُتَّفَقِ عَلَيْهِ أَنَّ it is agreed upon that...
 رَابِطَةٌ - رَوَابِطُ bond, link; league, society

C. Grammar and drills

ج - القواعد والتمارين

1. Topic and comment: ... فَا ...
2. Passive voice: Imperfect tense
3. Passive participles
4. The indefinite relative pronouns مَنْ and مَا

1. Topic and comment: ... فَا ...

أَمَّا 'as for' is used to focus attention on a given item; in the sentence

أَمَّا اللَّهَجَاتُ الْعَامِيَّةُ فَهِيَ لُغَةُ التَّخَاطُبِ. 'As for the colloquial dialects, they are the language of conversation.'

أَمَّا introduces the central topic of discussion: the colloquial dialects (as opposed to the literary language, which was the subject of discussion up to this point). فَ then introduces a statement, or comment, about that topic, namely that the dialects are used in conversation; this فَ is not translated into English. The topic-comment construction is very common in Arabic.

In general, any noun in a sentence (subject, object of verb, object of preposition) can have special attention focused on it by means of the ... أَمَّا

فَا topic-comment construction. The noun to be highlighted as topic is placed (in the nominative case) after أَمَّا and is replaced in its original position in the sentence by a pronoun agreeing with it. فَ is then put before the comment (the sentence itself). Thus:

(1) Original sentence:

الْجَامِعَةُ تَعْتَمِدُ عَلَى الْمُدَرِّسِينَ كُلِّهِمْ. 'The university is completely dependent upon the teachers.'

(2) Topic:

أَمَّا الْمُدَرِّسُونَ 'as for the teachers'

(3) Topic replaced by pronoun:

الْجَامِعَةُ تَعْتَمِدُ عَلَيْهِمْ كُلُّ الْإِعْتِمَادِ. 'The university is completely dependent upon them.'

(4) فَ introduced before comment sentence:

فَالْجَامِعَةُ تَعْتَمِدُ عَلَيْهِمْ كُلُّ الْإِعْتِمَادِ. 'The university is completely dependent upon them.'

(5) Topic-comment sentence:

أَمَّا الْمُدَرِّسُونَ ، فَالْجَامِعَةُ تَعْتَمِدُ عَلَيْهِمْ كُلُّ الْإِعْتِمَادِ. 'As for the teachers, the university is completely dependent upon them.'

If the substitute pronoun is the subject in a verbal sentence, it is usually omitted. The subject of the verbal sentence

لَمْ تَتَغَيَّرْ أَشْكَالُ الْفُصْحَى تَغْيِيرًا كَبِيرًا. 'The forms of the fushā have not changed greatly.'

is made a topic as follows:

أَمَّا أَشْكَالُ الْفُصْحَى فَلَمْ تَتَغَيَّرْ تَغْيِيرًا كَبِيرًا. 'As for the forms of the fushā, they have not changed greatly.'

In this sentence the substitute pronoun هِيَ 'they' has been omitted, since the verb تَتَغَيَّرْ means 'they have not changed.' Finally, if the verb following فَ in the comment is the perfect tense, قَدْ is inserted before it:

أَمَّا اللَّهَجَاتُ فَقَدْ أَصَحَّتْ تَخْتَلِفُ مِنْ بَلَدٍ إِلَى آخَرَ. 'As for the dialects, they came to differ from one country to another.'

Other examples:

يُوسُفُ كَاتِبٌ مَشْهُورٌ . أَمَّا لُطْفِي فَلَا أَعْرِفُهُ .	'Yusuf is a famous writer. As for Lutfi, I do not know him.'
أَمَّا الْمَدِينَةُ فَالْحَيَاةُ فِيهَا لَا تُعْجِبُ الْعَامِلَ .	'As for the city, life in it is not to the workingman's liking.'
وَالِدِي مِنَ الْعِرَاقِ . أَمَّا وَالِدَتِي فَهِيَ مِنْ عُمانَ .	'My father is from Iraq. As for my mother, she is from Oman.'

The independent pronoun following **فَ** may also be omitted in an equational sentence if it is followed by an indefinite predicate:

أَمَّا وَالِدَتُهُ فَسُورِيَّةٌ .	'As for his mother, she is Syrian.'
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Omission of **أَمَّا** and **فَ**. Once a topic-comment sentence has been formed, it is a very common practice to omit the words **أَمَّا** and **فَ**, with no other changes. Thus:

أَمَّا هَذَا الْأُسْلُوبُ فَنَعْتَبِرُهُ جَمِيلًا جَدًّا.	'As for this style, we consider it most beautiful.'
هَذَا الْأُسْلُوبُ نَعْتَبِرُهُ جَمِيلًا جَدًّا.	'This style we consider most beautiful.'

In case of a topic-comment sentence after **أَنَّ**, the omission of the words **أَمَّا** and **فَ** is obligatory; illustration:

أَمَّا هَذِهِ الْفِكْرَةُ فَلَا يَعْرِفُهَا الْعَرَبُ .	'As for this concept, the Arabs do not know it.'
وَمِنَ الْمَعْرُوفِ أَنَّ هَذِهِ الْفِكْرَةَ لَا يَعْرِفُهَا الْعَرَبُ .	'And it is known that this concept is not known to the Arabs.'

Now do Drills 1, 2, and 3.

Drill 1. Written. Recognition and composition: Topic-comment construction

In the following sentences underline the topic once and the comment twice; then write a meaningful sentence in regular (non-topic comment) word order

which can precede أَمَّا. Ex.

'As for city life, the Bedouin أَمَّا حياة المدينة فلا تعجب البدوي.
does not like it.'

'The Bedouin likes desert life. أَمَّا حياة حياة الصحراء تعجب البدوي.
As for life in the city, the المدينة فلا تعجب البدوي.
Bedouin does not like it.'

- ١ - أَمَّا الجمع بين البيت والعمل فأمر صعب جدًا .
- ٢ - أَمَّا البصرة فهي المدينة التي ولد فيها الجاحظ .
- ٣ - أَمَّا الفصحى فيستخدمها العرب في الصحف والكتب ونشرات الاخبار .
- ٤ - أَمَّا الشعب المصري فيعتمد على مياه النيل .
- ٥ - أَمَّا صديقي التونسي فقد ارسل اليّ هذه الرسالة .
- ٦ - أَمَّا هذه المشكلة فتتطلب التعاون بين الحكومات العربية .
- ٧ - أَمَّا الحكومات العربية فسوف تتعاون .
- ٨ - أَمَّا الجاحظ فولد في البصرة .
- ٩ - أَمَّا هذه الرسالة فقد ارسلها الى صديق تونسي .

Drill 2. (Also on tape) Transformation: Topic-comment

a. Ex.

'Colloquial is the language of
speech. Classical is the
language of writing.'

'Colloquial is the language of
speech; as for classical, it
is the language of writing.'

العامية هي لغة التكلم .
الفصحى لغة الكتابة .
العامية هي لغة التكلم ، أَمَّا الفصحى
فهي لغة الكتابة .

- ١ - اسلوبك جميل . اسلوبه ليس جميلا .
- ٢ - هذه القصة طويلة . تلك قصيرة .
- ٣ - انا ساكن في هذه المدينة . صديقي ساكن في مدينة اخرى .
- ٤ - اخي طالب في الجامعة . والدي عامل في مصنع .
- ٥ - السيد فريد مهندس . السيدة كريمة استاذة .

b. Ex.

'The writer wrote many books.'

'The reporter wrote only articles.'

'The writer wrote many books; as for the reporter, he wrote only articles.'

كتب الاديب كتبها كثيرة •
كتب المراسل مقالات فقط •

كتب الاديب كتبها كثيرة • أمّا المراسل
فقد كتب مقالات فقط •

- ١ - تغيرت قواعد اللهجات العامية • لم تتغير قواعد الفصحى تغيرا كبيرا •
- ٢ - ولد نجيب في القاهرة • ولد أحمد في الرياض •
- ٣ - عرف طارقُ بنُ زياد بفتحده الأندلس • عرف عمروُ بنُ العاص بفتح مصر •
- ٤ - قرر علي الرجوع الى الخرطوم • قررت سوزان الإقامة في لندن •
- ٥ - أدرس العلوم السياسية • يدرس صديقي التجارة •

Drill 3. Transformation: Topic-comment

'In this library there are Arabic books. In the other library there are European books.'

في هذه المكتبة كتب عربية •
في المكتبة الاخرى كتب اوربية •

'In this library there are Arabic books; as for the other library, there are European books in it.'

في هذه المكتبة كتب عربية
أما المكتبة الاخرى ففيها كتب اوربية •

- ١ - في السويس مصانع كثيرة • ليس في الاسكندرية مصانع كثيرة •
- ٢ - لي سيارة • ليس لصديقي سيارة •
- ٣ - استمعت الى نشرة الاخبار • لم استمع الى المحاضرة •
- ٤ - اخبرني بحصوله على البكالوريوس • لم يخبرني بحصوله على شهادة الماجستير •
- ٥ - احمد صديقي المخلص • لا اعتمد على نجيب •
- ٦ - تأثر الشعر العربي بالحياة البدوية • تأثر بالادب الاوربي كذلك •

2. Passive Voice: Imperfect tense

a. Forms

The essence of the vowel pattern for passive voice in the perfect tense

is u - i (see Lesson 29. C.2). The vowel pattern for the imperfect is basically u - a: the vowel of the subject-marker prefix is u in all verb Forms, and all the following vowels of the stem are a (or aa). The active-passive contrast in the imperfect indicative is illustrated below using 'اِسْتَقْبِلْ' 'to receive, meet' (a visitor or guest):

Form X	Active Voice	Passive Voice
Pattern	yastaFMiL- يَسْتَقْبِلُ 'he meets'	yustaFMaL- يُسْتَقْبَلُ 'he is met'

There are passive forms of the indicative, subjunctive and the jussive, but not of the imperative. The passive conjugation of imperfect verbs is illustrated in the table below.

اِسْتَقْبِلْ 'to be received, welcomed'

	Indicative	Subjunctive	Jussive
3 MS	يُسْتَقْبَلُ	يُسْتَقْبَلْ	يُسْتَقْبَلْ
FS	تُسْتَقْبَلُ	تُسْتَقْبَلْ	تُسْتَقْبَلْ
2 MS	تُسْتَقْبَلُ	تُسْتَقْبَلْ	تُسْتَقْبَلْ
FS	تُسْتَقْبَلِينَ	تُسْتَقْبَلِي	تُسْتَقْبَلِي
1 S	اُسْتَقْبَلُ	اُسْتَقْبَلْ	اُسْتَقْبَلْ
3 MD	يُسْتَقْبَلَانِ	يُسْتَقْبَلَا	يُسْتَقْبَلَا
FD	تُسْتَقْبَلَانِ	تُسْتَقْبَلَا	تُسْتَقْبَلَا
2 D	تُسْتَقْبَلَانِ	تُسْتَقْبَلَا	تُسْتَقْبَلَا
3 MP	يُسْتَقْبَلُونَ	يُسْتَقْبَلُوا	يُسْتَقْبَلُوا
FP	يُسْتَقْبَلْنَ	يُسْتَقْبَلْنَ	يُسْتَقْبَلْنَ
2 MP	تُسْتَقْبَلُونَ	تُسْتَقْبَلُوا	تُسْتَقْبَلُوا
FP	تُسْتَقْبَلْنَ	تُسْتَقْبَلْنَ	تُسْتَقْبَلْنَ
1 P	نُسْتَقْبَلُ	نُسْتَقْبَلْ	نُسْتَقْبَلْ

The passive imperfect of the derived verb Forms is illustrated below:

Form	Active	Passive	Passive Pattern
I	يَمْنَحُ 'he grants	يُمْنَحُ 'he is granted'	yuFMaL-
II	يُعَيِّنُ 'he appoints'	يُعَيَّنُ 'he is appointed'	yuFaMMaL-
III	يُشَاهِدُ 'he sees'	يُشَاهَدُ 'he is seen'	yuFaaMaL-
IV	يُرْسِلُ 'he sends'	يُرْسَلُ 'he is sent'	yuFMaL-
V		rare	yutaFaMMaL-
VI		rare	yutaFaaMaL-
VII		none	
VIII	يَعْتَبِرُ 'he considers'	يُعْتَبَرُ 'he is considered'	yuFtaMaL-
IX		none	
X	يَسْتَقْبِلُ 'he meets'	يُسْتَقْبَلُ 'he is met'	yustaFMaL-
QI	يُتَرْجِمُ 'he translates'	يُتَرْجَمُ 'it is translated'	yuFaStAL-
QII		rare	yutaFaStAL-

Now do Drill 4. (On tape) Conjugation: Imperfect passive.

b. Usage. The imperfect passive is subject to the same rules of usage as the perfect passive. Examples:

سَيُدرَسُ ذَلكَ المَوْضُوعُ قَريبًا .	'That subject will be studied soon.'
أَمَّا السَّيِّدُ نَجِيبٌ فَيُعْتَبَرُ مُعَلِّمًا عَظِيمًا .	'As for Mr. Najib, he is considered a great teacher.'
لَمْ يُسَمَحْ لَكَ بِالذَّابِيا سَليمٌ .	'You have not been permitted (granted permission) to go, Salim.'

c. Potential meaning of the passive. The imperfect passive of the verb sometimes has potential meaning--that is, that a given act is possible. Consider the sentence:

لَمْ نَعَلَمْ شَيْئًا يُذَكِّرُ .	'We did not learn anything worth mentioning.'
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The noun **شَيْءًا** and its indefinite relative clause **يُذَكَّرُ** can be translated literally as "a thing that will be mentioned," which means "a thing to be mentioned" or, more idiomatically, "mentionable, remarkable, worth mentioning".
Now do Drills 5, 6 and 7.

Drill 5. (Also on tape) Transformation: Active → passive imperfect

'The ministers expend great efforts in solving the problems.' → **يُبذل الوزراء جهودا كبيرة في حل المشكلات .**

'Great efforts are expended to solve the problems.' • **تبذل جهود كبيرة في حل المشكلات .**

- ١ - ستنتج المصانع سيارات كثيرة كل سنة .
- ٢ - يعتبره اصدقاؤه مفكرا عظيما .
- ٣ - سيحمل الوزير رسالة الى الرئيس الامريكي .
- ٤ - سيرسل اليّ رسالة هامة .
- ٥ - سنؤجل الاجتماع الى الشهر القادم .
- ٦ - سيستقبلنا الوزير في مطار القاهرة .
- ٧ - جميع المصريين يحترمون نجيب محفوظ احتراما كبيرا .
- ٨ - سيكرم الهدوى الزوار اكراما عظيما .
- ٩ - ستنشر الادبية الكتاب الجديد في بيروت .
- ١٠ - سيجعل الفصحى لغة الكلام في كل كتبه .

Drill 6. Transformation: Passive perfect → passive imperfect (jussive)

Translate the transformed sentences. **Ex.**

أ : منعت الحكومة من ترك البلد .
'The government forbade him to leave the country.' →

ط ١ : هل مُنِع من ترك البلد ؟
'Was he forbidden to leave the country?'

ط ٢ : لاءلم يُمنع من ترك البلد .
'No, he was not forbidden to leave the country.'

- ١ - عقد الوزراء الاجتماع اليوم .
- ٢ - طلب الاستاذ منه ان يقرأ الكتاب .
- ٣ - ذكر الكاتب ان الجاحظ كان قبيح الوجه .

- ٤ - أخذت الهاتف الصغيرة الصورة .
- ٥ - ترجم المستشرقون كتب الاديب الى لغات اوربية كثيرة .
- ٦ - اخرجهم المدير من مكتبه .
- ٧ - عرف المراسل ان المشكلة صعبة .
- ٨ - قاوم الشعب سياسة الحكومة .
- ٩ - سمحت الحكومة بعقد المؤتمر في مدينة واشنطن .
- ١٠ - اصدرت الجامعة كتابين جديدين عن الفن .

Drill 7. (Also on tape) Transformation: Active → passive imperfect (subjunctive)

'The professor will permit you to leave.' →

← سوف يسمح لك الاستاذ بالانصراف .

'You will not be permitted to leave.'

• لن يسمح لك بالانصراف .

- ١ - سوف يحفرون القناة هذا العام .
- ٢ - سوف يفتح القائد بلادا اخرى .
- ٣ - سوف ينتخب الشعب هذين المرشحين .
- ٤ - سوف يترك عائلته فى تونس .
- ٥ - سوف تعينه الوزارة استاذنا جامعا .

3. Passive participles

a. Form

There is one rule for the formation of Form I passive participles and another rule for all derived Form passive participles.

(1) Form I passive participles. The pattern is maFMuul-. Some examples are:

Verb	Active Participle	Passive Participle
دَرَسَ 'to study'	دَارِسٌ 'having studied'	مَدْرُوسٌ 'having been studied, studied'
قَرَأَ 'to read'	قَارِئٌ 'having read'	مَقْرُوءٌ '(having been)read'
فَعَلَ 'to do, make'	فَاعِلٌ 'having made'	مَفْعُولٌ '(having been)made'

سَكَنَ 'to live, dwell'	سَاكِنٌ 'living'	مَسْكُونٌ 'dwelled in, inhabited'
سَمِعَ 'to hear'	سَامِعٌ 'hearing'	مَسْمُوعٌ 'heard'
حَكَمَ 'to govern'	حَاكِمٌ 'ruling'	مَحْكُومٌ 'governed'

(2) Derived Form Passive Participles

The passive participles of derived Forms are formed by changing the stem vowel i of the active participle to a. The chart below shows both the active and the passive participles of Form I and of the derived Forms.

Form	Active Participle	Passive Participle	Pass. Part. Pattern
I	دَارِسٌ 'having studied'	مَدْرُوسٌ '(having been) studied'	maFMuuL-
II	مُقَدِّمٌ 'presenting'	مُقَدَّمٌ 'presented'	muFaMMaL-
III	مُطَالِبٌ 'demanding'	مُطَالَبٌ 'required' (to do s.th.)	muFaaMaL-
IV	مُرْسِلٌ 'sending'	مُرْسَلٌ 'sent'	muFMaL-
V	rare		mutaFaMMaL-
VI	rare		mutaFaaMaL-
VII	none		
VIII	مُعْتَبِرٌ 'considering'	مُعْتَبَرٌ '(is) considered'	muFtaMaL-
IX	none		
X	مُسْتَخْدِمٌ 'using'	مُسْتَخْدَمٌ 'used'	mustaFMaL-
QI	مُتَرْجِمٌ 'translating'	مُتَرْجَمٌ 'translated'	muFaSTaL-
QII	rare		mutaFaSTaL-

Now do Drill 8. (On tape) Active and passive participles.

b. Meaning and usage

The basic meaning of the passive participle is "undergoing or having undergone (the action denoted by the verb)"; the English equivalent is the past

participle of a transitive verb, e.g.

الْمَقَالَةُ الْمَنْشُورَةُ 'the published article'

The passive participle is equivalent in meaning to a relative clause with a passive verb; the equivalent of the preceding sentence is

الْمَقَالَةُ الَّتِي نُشِرَتْ 'the article which was (has been) published'

Indeed, it is often preferable to translate a passive participle as a relative clause:

الْمَقَالَةُ الْمَنْشُورَةُ فِي مَجَلَّةِ "الْهَيْلَالِ" قَبْلَ ثَلَاثَةِ أَشْهُرٍ 'the article that was published in Al-Hilal magazine three months back'

The impersonal passive participle is a passive participle used only in its masculine singular form. It occurs in verb-preposition idioms, as well as for other verbs whose object is introduced by a preposition; thus:

Passive Verb:

مَا أَصْنَافُ كُتُبِ التَّارِيخِ الَّتِي بُحِثَ عَنْهَا ؟ 'What are the names of the history books that were searched for?'

Passive Participle:

مَا أَصْنَافُ كُتُبِ التَّارِيخِ الْمَبْحُوثِ عَنْهَا ؟ 'What are the names of the history books that were searched for?'

Note, as in this sentence, the impersonal participle in a noun-adjective phrase agrees in case with its noun.

تَعْتَبِرُهُ الْحُكُومَةُ رَجُلًا غَيْرَ مَرْغُوبٍ فِيهِ 'The government considers him an undesirable man.'

Another common use of the impersonal participle is in the construction

مِنْ أَلِ (participle) أَنْ ...

which means "one of the things which (participle) is that...", or "it is (participle) that..."; the predicate is a prepositional phrase with ^{مِنْ} and a definite participle or adjective and the subject is an ^{أَنَّ}-or ^{أَنَّ}-clause. Example:

مِنْ الْمَعْرُوفِ أَنَّ الْجَاهِظَ كَانَ قَبِيحَ
الْوَجْهِ إِلَى أَعْدِ حَدٍّ .

'It is known that Al-Jāhiz was
extremely ugly.'

مِنْ الْمِتَّفَقِ عَلَيْهِ أَنَّ الْعَرَبِيَّةَ هِيَ
مِنْ اللُّغَاتِ الْهَامَّةِ فِي الْعَالَمِ .

'It is agreed that Arabic is one of
the important languages of the world.'

مِنْ الْوَاجِبِ أَنْ تَحْضُرَ الْمُحَاضَرَةَ .

'It is necessary for you to attend
the lecture.'

Notice that the pronoun object of the preposition in such an impersonal verb-preposition idiom is always masculine singular.

Potential meaning of the passive participle. Like the imperfect passive of the verb, some Form I participles may have potential meaning, in which case they can often be rendered by an adjective ending in -able or -ible. Thus:

مَقْرُوءٌ 'read; readable'

مَأْكُولٌ 'eaten; edible'

مَسْمُوحٌ 'permitted; permissible'

مَسْمُوعٌ 'heard; audible, perceptible'

مَحْمُولٌ 'carried; bearable'

مَسْئُولٌ 'asked; responsible' ('for' عَنْ)

مَرْغُوبٌ فِيهِ 'desired; desirable'

Now do Drills 9 (on tape), 10 and 11.

Drill 9. (On tape) Passive verb → passive participle

Drill 10. Transformation: Verb → passive participle

Replace the verb in parentheses by the corresponding passive participle.

'It has been decided that a new canal be dug.' من الـ (يقرر) أن تحفر قناة جديدة .

- من المُقرَّر ان تحفر قناة جديدة .
- ١ - قرأت المقالة الـ (تنشر) في مجلة " الرسالة " المصرية .
- ٢ - هذا الكتاب (يترجم) الى أكثر اللغات الاوربية .
- ٣ - من الـ (يعرف) ان الوزير سيرجع اليوم .
- ٤ - الخروج من هذه المنطقة (يمنع) الآن .
- ٥ - العامية هي اللغة الـ (تستخدم) في الحياة اليومية .
- ٦ - المحاضرة (تؤجَّل) الى الشهر القادم .
- ٧ - من الـ (يفضل) ألاَّ يؤجَّل بحث المشكلة .

Drill 11. Written. Transformation: Verb → passive participle

Replace the underlined phrase with one containing a passive participle. Ex.

'The government does not permit foreigners to stay there long.' لا تسمح الحكومة للاجانب بالاقامة هناك طويلا . ←

'Foreigners are not permitted to stay there long.' ليس مسموحا للاجانب بالاقامة هناك طويلا .

- ١ - من الامور التي يعرفها الناس ان حرية الرأي من اهم الحقوق .
- ٢ - ما هي اللغة التي يستخدمها العرب في الكتابة ونشرات الاخبار؟
- ٣ - نجيب محفوظ اديب يحترمه ناس كثيرون في مصر .
- ٤ - هذه الفكرة لا يذكرها الكاتب في هذا الكتاب .
- ٥ - عَقْدُ الاجتماعات السياسية في هذا المكان أمر تمنعه الحكومة .

4. The indefinite relative pronouns مَنْ and مَا .

In previous lessons we have seen مَنْ and مَا used as interrogatives meaning "who?" and "what?" respectively. These forms have another important function: as indefinite relative pronouns, مَنْ meaning "whoever, he who, those who, the one(s) who", and مَا meaning "whatever, that which, the one(s) which". They differ from the relative pronoun الَّذِي , etc. in that they never have a specified antecedent (and that is why they are called "indefinite"). That

is, with **الذي** there is usually some noun preceding:

'the <u>book</u> that I read' الْكِتَابُ الَّذِي قَرَأْتُهُ
--

With **مَنْ** or **مَا**, there is no preceding noun; the forms **مَا** and **مَنْ** in effect serve simultaneously as both antecedent and relative pronoun.

	'that which I read'
مَا قَرَأْتُهُ	'the one that I read'
	'what I read'

Clauses beginning with **مَنْ** or **مَا** parallel relative clauses with specified antecedents in all functions: subject same as antecedent, object of preposition same as antecedent, or object of verb same as antecedent. The following examples illustrate these functions, showing the contrasts between constructions with specified antecedents and those with **مَنْ** or **مَا**. Note that verb and pronoun forms referring to **مَنْ** may be singular or plural, while those referring to **مَا** are masculine singular. Remember also that relative clauses with specified antecedents are preceded by **الذي** when the antecedent is definite, but are without **الذي** when the antecedent is indefinite.

Subject same as antecedent

كَانَ بَيْنَهُمْ طَالِبٌ أَعْجَبِي لَا يَعْرِفُ شَيْئًا عَنْ الْحَيَاةِ فِي امْرِيكَ .	'Among them was a foreign student who knows nothing about life in America.'
كَانَ بَيْنَهُمْ مَنْ لَا يَعْرِفُ شَيْئًا عَنْ الْحَيَاةِ فِي امْرِيكَ .	'Among them was one who (or someone who) knows nothing about life in America.'
مِنْهُمْ رِجَالٌ يَدْرُسُونَ الْعَرَبِيَّةَ .	'Among them are men who are studying Arabic.'
مِنْهُمْ مَنْ يَدْرُسُونَ الْعَرَبِيَّةَ .	'Among them are those who are studying Arabic.'
لَا تُعْجِبُنِي الْآرَاءُ الَّتِي ذُكِرَتْ فِي الْمَقَالَةِ .	'I don't like the opinions which were mentioned in the article.'
لَا يُعْجِبُنِي مَا ذُكِرَ فِي الْمَقَالَةِ .	'I don't like what was mentioned in the article.'

Object of preposition same as antecedent (in all these the preposition must have a pronoun suffix referring to the antecedent):

هَذِهِ هِيَ الْكُتُبُ الَّتِي كُنْتُ أُبْحَثُ عَنْهَا .	'These are the books I was looking for.'
هَذَا مَا كُنْتُ أُبْحَثُ عَنْهُ .	'This is what/the one(s) that I was looking for.'

Object of verb same as antecedent (in clauses with specified antecedents the verb must have a pronoun suffix referring to the antecedent, but in مَنْ or مَا clauses this suffix is optional):

أَكْرِمِ الزَّائِرَ الَّذِي أَكْرَمَهُ أَبُوكَ .	'Honor the visitor whom your father honored.'
أَكْرِمِ مَنْ أَكْرَمَهُ أَبُوكَ [أَكْرَمَ أَبُوكَ]	'Honor the one whom your father honored.'
أَنْشُرِ الْمَقَالََةَ الَّتِي كَتَبْتَهَا عَنْ هَذَا الْمَوْضُوعِ .	'Publish the article you wrote on this subject.'
أَنْشُرْ مَا كَتَبْتَهُ [كَتَبْتَ] عَنْ هَذَا الْمَوْضُوعِ .	'Publish what you wrote on this subject.'

كُلٌّ with the indefinite relative pronouns

The relatives مَنْ and مَا are particularly common in the phrases كُلٌّ مَنْ 'everyone who' and كُلٌّ مَا 'everything that'. In these phrases كُلٌّ has no nunation because it is the first term of an idāfa (the second term being the entire مَنْ / مَا clause). Examples:

سَأَلْتُ كُلَّ مَنْ أَعْرِفُهُ .	'I asked everyone I know.'
تَحَدَّثْتُ عَنْ كُلِّ مَا شَاهَدْتُ .	'She talked about everything she saw.'

Now do Drills 12, 13 and 14 (on tape).

Drill 12. Completion: مَنْ and مَا

Fill in the blanks with مَنْ or مَا .

- ١ - كان — قرأته سهل الأسلوب. ٥ - هذا — كنت اتحدث عنه .
- ٢ - يؤثّر — يقرأه على آرائه ٦٠ - أعجبنا كلٌّ — أكلناه .
- ٣ - أرغب في — ترغب فيه . ٧ - صادقوا — يصادقونكم .
- ٤ - ساعد — يساعدك .

Drill 13. (Also on tape) Transformation: Relative clause with antecedent →
relative clause without antecedent. Ex.

اعرف الرجال الذين فعلوا ذلك . ← 'I know the men who did that.'
اعرف من فعلوا ذلك . 'I know the ones who did that.'

- ١ - ليس هذا هو الرأي الذي تحدثت عنه المقالة .
- ٢ - خذ الشيء الذي يعجبك .
- ٣ - الناس الذين نرحب بهم يرحبون بنا .
- ٤ - الشيء الذي يعجبني في كتبه هو أسلوبه .
- ٥ - احترم الاستاذ الذي درّسني العربية .
- ٦ - كان معنا ناس لا يتكلّمون الانكليزية .
- ٧ - ليست هذه هي المقالات التي جمعتها .
- ٨ - هل هذا هو الرجل الذي عاد من بيروت أمس ؟

Drill 14. (On tape) Transformation: كلٌّ + ما
من

D. Reading Comprehension

د - نصوص للفهم

Read the following passage and then do Drill 15

جريدة النهار

جريدة "النهار" من اهم الصحف اليومية في لبنان، وهي ايضا من اشهر الصحف في العالم العربي. يعمل فيها عدد من كبار الصحفيين

اللبنانيين ، ولها مراسلون في كثير من الدول العربية والاجنبية .
وجريدة "النهار" كغيرها من الجرائد العربية تستخدم اللغة
الفصحى المعاصرة ، وهي لغة تختلف في بعض الامور عن لغة القرآن والادب
لانها متأثرة باللغات العامية واللغات الاجنبية .

ومن المتفق عليه ان جريدة "النهار" تطورت تطورا كبيرا خلال

السنوات الاخيرة نتيجة لتطور السياسة العربية وتغير الاوضاع الاجتماعية
والاقتصادية في الشرق الاوسط وانتشار الثقافة العربية بين العرب .
as a re-
result of culture

" والنهار " متأثرة الى حد بعيد بالاساليب الصحفية المتبعة

في الغرب . فالصحفيون الذين يكتبون في "النهار" يقولون ما يُحِبُّونَ
عن حكومتهم وعن الاوضاع الاجتماعية في بلادهم ، اما الصحف العربية
الاخرى ، خاصة غير اللبنانية ، فانها تُعَبِّرُ عادة عَنْ رأي الحكومة او
they like
express
رأي حزب من الاحزاب عندما تتحدث عن المواضيع السياسية .

Drill 15. Written.

صَوَابٌ أَمْ خَطَأٌ

In the light of the preceding passage, indicate which of the following
statements are true (T) and which are false (F):

- ١ - جريدة "النهار" مصرية .
- ٢ - جريدة "النهار" مشهورة في العالم العربي .
- ٣ - لجريدة "النهار" مراسلون في العالم العربي .
- ٤ - تختلف لغة "النهار" عن لغة القرآن .
- ٥ - لغة "النهار" هي اللغة العربية المعاصرة .
- ٦ - ليس للعامية تأثير على لغة "النهار" .
- ٧ - تطورت "النهار" في السنوات الاخيرة .
- ٨ - تكتب جريدة "النهار" بحرية عن الاوضاع السياسية .
- ٩ - جميع الجرائد العربية تكتب بحرية عن الاوضاع السياسية .

E. General drills

هـ - تمارين عامة

Drill 16. (Also on tape) Variable substitution: Ordinals.

اعجبني الدرس الثالث		الكتاب
٨	١١	
١٠		قصة
المقالة	١٥	
١		فلم
٢٥	٩	

Drill 17. Written. Completion: Verbs and participles

Complete the following chart, vocalizing each form.

	Negative Imperative	PP	AP	Imperfect	Perfect	Form
Ex.	لا تُشاهدْ	مُشاهدٌ	مُشاهدٌ	يُشاهدُ	شاهدَ	III
				يختلف		
			ناتج			
					تناول	
				يحترم		
			مترجم			
		مستخدم				
					أنتج	
		(none)	متأثر			
		مترجم				
				يفضّل		
		(none)			انصرف	

Drill 18. Written. Combination: Ḥāl

Combine the following pairs of sentences into one sentence using the ḥāl construction. Translate the sentences. Ex.

'He wrote a long article. In the article he dealt with the world economy.' — كتب مقالة طويلة • تناول في المقالة الاقتصاد العالمي •

'He wrote a long article, dealing in it with the world economy.' — كتب مقالة طويلة متناولا فيها الاقتصاد العالمي •

- ١ - ارسل رسالة الى المدير • طلب ان يحمل في الشركة •
- ٢ - كتب الاديب كتابا هاما • كان في الخامسة والثلاثين من عمره •
- ٣ - رجع الوزير الى بلده • كان يحمل رسالة هامة الى رئيس الجمهورية •
- ٤ - بدأت دراسة العلوم السياسية • كنت طالبا في جامعة القاهرة •
- ٥ - تحدثت اليها طويلا • لا يعرف من هي •

ARABIC-ENGLISH GLOSSARY

This glossary lists all words used in Part 1 of this book. Words are arranged alphabetically by root; the symbol # indicates the first entry under a new root. Under a given root the order of entry is as follows: verbs, in order of Form (I to X); participles (in order of Form number); and m-derivatives.

Nouns and adjectives are listed in the nominative masculine singular form; feminines, where given, are in parentheses (). The plural is indicated by a dash -. Alternate forms are separated by an Arabic comma, ‘ . Verbs are cited in the 3 m.s. perfect tense; the imperfect vowel is written over a line __ immediately following the perfect, and the verbal noun, if given, is separated by an Arabic comma, ‘ . Any preposition identified with a particular verb comes after the verbal noun.

The following have not been included: feminines of nouns and adjectives derivable from the masculine by the addition of ِ ; nisba adjectives; and participles. Exceptions to this rule were made only when either the form or the meaning was not mechanically predictable from the base of form.

The first and last roots found on a given page are indicated at the top of the page.

For abbreviations used in this glossary, see page xiii.

ARABIC-ENGLISH GLOSSARY	593

أ

ام

أ # (interrogative particle)	تَارِيخٌ - تَوَارِيخُ # history; date
أَبٌ ، أَبُو - أَبَاهُ # father (nisba = أَبَوِي)	الأُرْدُنُّ # Jordan
أَثَرٌ، تَأْثِيرٌ عَلَى، فِي تَأْثَرٌ، تَأْثُرٌ (ب) # II to influence, affect	أَرْزٌ # (coll.) cedars, cedar
أَثَرٌ - آثَارٌ V to be influenced (by)	أُرُوبَا # Europe
أَجَلَ ، تَأْجِيلٌ trace, mark, sign; (p.) ruins, antiquities	أَسَاسِي # basic
أَحَدٌ # one, someone; (with neg.) no one.	أُسْتَاذٌ - أَسَاتِذَةٌ # professor
أَحَدَ عَشْرَةَ eleven	الإِسْكَندَرِيَّةُ # Alexandria
حَادِي عَشْرَةَ eleventh	أَسْوَانُ # Aswan
أَخَذَ ، أَخَذَ أَخَذَ # to take; (with foll. indic.) to begin to	أَفْلَاطُونُ # Plato
آخَرٌ - وَنَ (أُخْرَى - أُخْرَيَاتُ) # other, another	الْأَقْصَرُ # see under قَصْر
أَخِيرٌ last, final; recent; latter	تَأَكَّدَ، تَأَكَّدَ (مَنْ) # V to become certain, convinced (of)
أَخِيرًا # finally; recently, lately	أَكَلَ ، أَكَلَ # to eat
أَخٌ ، أَخُو - إِخْوَةٌ # brother (nisba = أَخَوِي)	أَكَلَ eating; food
أُخْتُ - أَخَوَاتُ sister	إِلَّا # except; (with neg.) only
أَدَبٌ - آدَابُ # literature, belles-lettres	الَّذِي - الَّذِينَ، الَّذِينَ - الَّذِينَ (الَّتِي - اللَّاتِي) (الَّتَيْنِ - اللَّوَاتِي) # (relative pronoun) who, that, which
أَدِيبٌ - أَدِبَاءُ man of letters, writer, author	أَلْفٌ - أَلَفٌ # (one) thousand
تَأْدِيبٌ discipline; punishment; education	أَلُوفٌ مِنْ thousands of
أَدَّى ، تَأْدِيَةٌ # II to carry out, perform	أَلَلَهُ # God
أُذُنٌ - آذَانُ # (f.) ear	لِلَّهِ belonging to God
أَرَامْكَو # ARAMCO (The Arabian American Oil Co.)	إِلَى # to, up to
	إِلَى جَانِبِ in addition to; besides; apart from
	أَمْ # or

أ م

أَمَامَ	# in front of
الْأَمَازُون	# the Amazon
أَمَّا ... فَ	# as for...
أَمْرٌ - أُمُورٌ	# matter, affair, concern
مُؤْتَمَرٌ - ات	conference; convention
أَمْرِيكَ	# America
أَمْرِيكِي - أَمْرِيكَان	American (n. or adj.)
أَمْسٌ	# yesterday
آن آربر	# Ann Arbor
أَنَّ	# (foll. by subjunctive) that (conj.)
أَنَّ	# the fact that, that (conj.)
إِن	(after قَالَ) that (conj.)
إِن	(intensifying particle) verily, indeed
أَنَا	# I
أَنْتَ - أَنْتُمْ - أَنْتُمْ	# you
(أَنْتَ - أَنْتُمْ - أَنْتُمْ)	
أَلْأَنْدَلُسُ	# Andalusia, Spain
نَاسٌ	# people
أَنْسَةٌ - ات	young lady; Miss
إِنْكَلِيزِي، إِنْكَلِيزِي -	# English (n. or adj.)
إِنْكَلِيزِي، إِنْكَلِيزِي	
الْأَنْكَلِيزِيَّة، الْأَنْكَلِيزِيَّة	the English language, English
أَهْلٌ - أَهَالٌ	# people; family; owners
أَهْلًا وَسَهْلًا	welcome! hello!
أَوْ	# or

ب د و

أُوتوبيس - ات	# bus
أُورُبَّا، أُورُوبَّا، أُورُوبَّا	# Europe
أُورُوبَّا	
أُوسْتِن	# Austin
أَوَّلٌ - أَوَّاهِلٌ (أَوَّلِي)	# first
أَوَّلًا	first, firstly
أَلَّانَ	# now
أَيُّ	# that is to say, that is
أَيُّ	# (interrogative particle) what?, which?; (in a statement) any; (with a neg.) not any, no
أَيْضًا	# also
أَيْنَ	# where?
أَيُّهَا (أَيْتَهَا)	# o (vocative)
بِ	# in; by means of, by, with
بَحَثَ - بَحَثَ	# to discuss
بَحَثَ - بَحَثَ	to look, search for
عَنْ	
بَحَثَ - بَحَثَ، أَبْحَثَ	discussion (about); research on; study (about)
(عَنْ)	
بَاحِثٌ - وَن	researcher
بَدَأَ - بَدَأَ، بَدَأَ (ب)	to begin, start (with)
بِدَايَةٌ	beginning
بِدَايَةُ شَيْءٍ	primary
بَدَوِي - بَدَوِي	bedouin

تونس

بذل

بَذَلَ # to exert	بَنَامَا # Panama
بَرْلَمَان # parliament	بِنَاء # (verbal noun) building, constructing
إِبْرَاهِيمُ طَوْقَان # Ibrāhīm Tūqān (poet)	بِنَاء - أُبْنِيَّة # a building
إِبْرَاهِيمُ بْنُ عَبَّاسِ الصَّوْلِي # Ibrāhīm b. Abbās al-ṣūlī	بَاب - أَبْوَاب # door; gate
بَرِيطَانِيَا (العُظْمَى) # (Great) Britain	بُور سَعِيد # Port Said
بَسْكِينَتَا # Baskinta (town in Lebanon)	بَيْت - بُيُوت # house; home
أَلْهَصْرَةُ # Basra (city in Iraq)	بَيْرُوت # Beirut
بَطَالَةٌ # unemployment	بَيْنَ # between
بَعْدَ # after (prep.)	تَابَعَ ، مُتَابَعَةٌ # III to continue; pursue, follow up
بَعْدَ أَنْ # after (conj.)	إِتَّبَعَ ، إِتِّبَاعٌ # VIII to follow, adhere to, observe
بَعِيدٌ - بُعْدَاءُ (عن ، من)	تِجَارَةٌ # commerce, trade
بَعْضٌ # some, some of	تَحَدٌ ، مُتَحَدَةٌ # see under وحد
بَعْلَبَك # Baalbek	مَتْحَفٌ - مَتَاجِفٌ # museum
بَغْدَادُ # Baghdad	تَرْجَمَ ، تَرْجَمَةٌ # (quad.) to trans- late
بِكَالُورِيُوسِ # B.A., bachelor's degree	تَرَكَ ، تَرَكَ # to leave, leave behind
بَلْ # but, rather	تِسْعَةٌ # nine
بَلَدٌ - بِلَادٌ ، بِلْدَانٌ # country	تِسْعُونَ (nom.) ninety; (foll. definite sing. n.) ninetieth
بَلَدِيّ # native, indigenous, home	تَاسِعٌ # ninth
بِلَادٌ (f.) country; homeland	تَكْسَاسُ # Texas
إِبْنٌ - أَبْنَاءُ # son	تَلْمِيزٌ - تَلَامِيذُ # disciple, student
إِبْنُ خَلْدُونِ # Ibn Khaldoun (medieval historian and sociologist)	تَمَّ - تَمَّ # to be completed; to take place
ابْنَةٌ - بَنَاتٌ # daughter	تُونِسُ # Tunis; Tunisia
بِنْتٌ - بَنَاتٌ # girl; daughter	
بَنْكٌ - بُنُوكُ # bank	

ث	جمل
ثقافة - ات # culture, refinement	جدا # very
ثلث - أثلاث # one-third	جديد - جدد new
ثلاثة three	جريدة - جرائد # newspaper
ثالث third	الجزائر # Algiers; Algeria
ثالثا thirdly	جعل - جعل # to create, make (s.th. into s.th.), render; (with foll. indic.) to begin to
ثلاثون (nom.) thirty; (foll. definite n.) thirtieth	مجلة # magazine
من ثم # hence, therefore	جمع - جمع # to gather, collect, combine
ثم then, there upon	جمع بين ... و to combine...and
ثمانية # eight	اجتمع ، اجتماع VIII to meet (with)
ثمانون (nom.) eighty; (foll. definite n.) eightieth	(مع ، ب)
ثامن eighth	جميع all
أثناء # during	الجميع everyone, every- body
إثنان two	جميعاً all together, one and all
شان second	اجتماع - ات meeting
ثانياً secondly	اجتماعي social; sociological
ثانوي secondary	خامع - جوامع mosque
ثورة - ات (على) # revolution, rebellion (against)	جامعة - ات university
ثوري - ون revolutionary (n. or adj.)	مجتمع - ات society, community
ج	جملة - جمل # sentence, clause
جبران خليل # Kahlil Gibran	جمال beauty
جبران	جمال عبد الناصر Gamal Abd Al-Nasser
الجاحظ # Al-Jāhiz (medieval writer)	جميل - ون beautiful, handsome

حفر

حَدِيثٌ - حَدَاثٌ	#	new, modern
حَدِيثًا	#	recently, lately
حُرِّيَّةٌ - ات	#	freedom
تَحْرِيرٌ	#	liberation, freeing
اِحْتَرَمَ ، اِحْتِرَامٌ	#	VIII to respect, honor, revere
حِزْبٌ - اَحْزَابٌ	#	(political) party
حُسْنُ الضِّيَافَةِ	#	hospitality
لِحُسْنِ الْحَظِّ	#	fortunately
حَسَنًا	#	fine!
حُسَيْنٌ	#	Hussein (m. name)
حَصَلَ - حُصُولٌ عَلَى	#	to obtain, get
حُصُولٌ عَلَى	#	obtaining
حَاصِلٌ - وَن عَلَى	#	having obtained
حَضَرَ - حُضُورٌ	#	to attend, be present (at)
حَضَرَ - حُضُورٌ	#	to come to
حَاضِرٌ ، مُحَاضَرَةٌ	#	III to give a lecture; to lecture
حُضُورٌ	#	attendance, presence (at)
حُضُورٌ إِلَى	#	coming to
حَضَارَةٌ	#	civilization; culture
مُحَاضَرَةٌ - ات	#	lecture
حَاضِرٌ - وَن	#	present, attending; current (time)
لِحُسْنِ الْحَظِّ	#	fortunately
حَفَرَ - حَفْرٌ	#	to dig, excavate

جمهر

جُمْهُورِيَّةٌ - ات	#	republic
رَئِيسُ الْجُمْهُورِيَّةِ	#	president
إِلَى جَانِبِ	#	in addition to; besides; apart from
أَجْنَبِيٌّ - أَجَانِبٌ	#	foreign; foreigner
جَهْدٌ - جُهُودٌ	#	effort, exertion
جَارٌ - جِيرَانٌ	#	neighbor
جورج واشنطن	#	George Washington
جورجتاون	#	Georgetown
جورجى زَيْدَان	#	Jūrjī Zaydān (writer)
تَجَوَّلَ ، تَجَوَّلٌ	#	V to walk, roam, wander around
جَاءَ - (فِي)	#	to be included (in a written document)
ح		
أَحَبَّ ، حُبٌّ	#	IV to love, like, take a liking to, to fall in love with,
حُبٌّ	#	love
حَبِيبٌ - أَحِبَاءٌ	#	beloved, sweetheart, dear
حَتَّى	#	(foll. by perfect) until; (foll. by subjunctive) in order that, so that; until; (adverb) even
حَدَدَ ، تَحْدِيدٌ	#	II to define, limit, set bounds (to)
حَدٌّ - حُدُودٌ	#	extent, limit; boundary
تَحَدَّثَ ، تَحَدَّثٌ	#	V to speak (to) (about); to converse (with) (about)
(إِلَى) (عَنْ)	#	

حفظ

خرطم

حَافَظَ ، مَحَافَظَةً على	# III to preserve, maintain; to protect, defend	كَيْفَ الْحَالُ	How are you?
حَقَّقَ ، تَحْقِيقٌ	# II to realize, accomplish	حَيَاةٌ - حَيَوَاتٌ	# life, life blood
حَقٌّ - حَقُوقٌ	right; truth	حَيَوِيٌّ	lively, vital
حَقًّا	really, indeed, truly	حَانَ -	# to be time, to draw near, come, approach (time)
حَكَمَ ، حُكْمٌ	# to govern, rule	حَيْنٌ - أَحْيَانٌ	time; occasion
حَكَمَ ، حُكْمٌ	to pass judgment on, to judge	حَيْنَ	at the time that, when (conj.)
		أَحْيَانًا	sometimes
خ			
حِكْمَةٌ - حِكْمٌ	saying, maxim, word of wisdom	أَخْبَرَ ، إِخْبَارٌ (ب)	# IV to inform s.o. (of s.th.); to tell
حَكِيمٌ - حُكْمًا	wise	خَبَرٌ - أَخْبَارٌ	news item; (p.) news
حُكُومَةٌ - ات	government	خَاتِمٌ - خَوَاتِمٌ	# ring
حَاكِمٌ - ون ، حَكَّامٌ	ruler, governor	خَدَمَ ، خِدْمَةٌ	# to serve, render a service to
حَلٌّ - حُلُولٌ	# solving, solution; dissolution, breaking-up	إِسْتَخْدَمَ ، إِسْتِخْدَامٌ	X to use
أَلْحَمْدُ لِلَّهِ	# praise be to God	خِدْمَةٌ - خِدْمَاتٌ	service
أَحْمَدُ	Ahmad (m. name)	خَرَجَ - خُرُوجٌ (من)	# to go out (of)
مُحَمَّدٌ	Muhammad	خَرَجَ ، تَخْرِيجٌ	II to graduate (transitive); to educate
مُحَمَّدٌ عَلِيٌّ	Muhammad Ali	أَخْرَجَ ، إِخْرَاجٌ	IV to take out, remove, expel
حَمَلَ - حَمْلٌ	# to carry, bear	خَارِجٌ	exterior
حَمْلَةٌ - حَمَلَاتٌ	(military) campaign (against)	فِي الْخَارِجِ	abroad
(على)		خَارِجٌ	outside of
حَاجَةٌ - ات (الى)	# need (for)	خَارِجِيٌّ	external
بِحَاجَةٍ إِلَى	in need of	الْخَارِجِيَّةُ	foreign affairs
حِوَارٌ	# dialogue, conversation	الْخَرْطُومُ	# Khartoum
حَالٌ - أَحْوَالٌ	# condition, state, circumstance		

خَصَّ

زَهَبَ

خاصٌّ # special; private	مَدْرَسَةٌ لُغَوِيَّةٌ # linguistic school
خاصَّةٌ especially	تَدْرِيسٌ teaching, instruction
خطابٌ # speech	مُدْرِسٌ - ون teacher, instructor
تَخاطُبٌ conversation	دُسْتُورٌ - دَسَاتِيرُ # constitution
خلالٌ # during	دَقِيقَةٌ - دَقَائِقُ # (a) minute
الْخَلِيلُ بْنُ أَحْمَدَ Al-Khalīl b. Ahmad (Arab grammarian)	دُكْتُورٌ - دُكَاتِرَةٌ # doctor; Ph. D.
مُخْلِصٌ - ون # sincere	دُكْتُورَاهُ doctorate, Ph. D.
اِخْتَلَفَ ، اِخْتِلَافٌ # VIII to differ (from); to differ, disagree (with)	دِمَشْقُ # Damascus
(عن ، مع)	دَارٌ - دُورٌ # (f.) house
خَلِيفَةٌ - خُلَفَاءُ (m.) Caliph	دِيَارٌ
خَمْسَةٌ # five	مُدِيرٌ - ون director
خَمْسُونَ (nom.) fifty; (foll. definite n.) fiftieth	دَوْلَةٌ - دُولٌ # state, country, power
خَامِسٌ fifth	الدُّوَلُ الْكُبْرَى the major powers
خَيْرٌ - خَيْرٌ # good (things), blessing, benefit; welfare;	دَوْلِيٌ international
بَخِيرٌ fine, (I'm) fine	دُولَارٌ - ات dollar
خَيْمَةٌ - خِيَامٌ # tent	دُونَ # without (prep.)
	دُونَ أَنْ without (conj.)
	ذ
دَاخِلِيٌّ # inner, internal; domestic	ذَلِكَ - أُولَئِكَ (تلك) # that
دَرَسَ ، دِرَاسَةٌ # to study	كَذَلِكَ thus, so, likewise, also
دَرَسَ	أَلَيْسَ كَذَلِكَ ؟ isn't that so?
دَرَسَ ، تَدْرِيسٌ II to teach	ذَكَرَ ، ذِكْرٌ # to mention, relate, tell
دَرْسٌ - دُرُوسٌ lesson	مُذَكِّرَةٌ - ات note; reminder
دِرَاسَةٌ - ات study; studying	ذَهَبَ ، ذَهَابٌ # to go (to)
مَدْرَسَةٌ - مَدَارِسُ school	(إلى)
مَدْرَسَةٌ حُكُومِيَّةٌ public school	

ذهب

ذَهَبَ - ذَهَابَ - (إِلَى)	to take, conduct (s.o. or s.th.) (to)
ذَاهِبٌ - وَن	going
رَأْسٌ - رُؤُوسٌ	# (m. and f.) head
رَئِيسٌ - رُؤَسَاءُ	president, head, chief
رَئِيسُ الْوُزَرَاءِ	prime minister
رَئِيسُ الْجُمْهُورِيَّةِ	president
رَأْيٌ - آرَاءُ (فِي)	# opinion, view (on)
رَبَطَ - رِبَطٌ (إِلَى ، بَيْنَ . وَبَيْنَ)	# to bind, tie (to); to connect (with); to com- bine (s.th. with)
الرِّبَاطُ	Rabat
رَابِطَةٌ - رَوَابِطُ	bond, tie; connection, link; league, society
الرَّابِطَةُ الْفَلَمِيَّةُ	The Literary Club
رُبْعٌ - أَرْبَاعٌ	# one fourth, quarter
أَرْبَعَةٌ	four
أَرْبَعُونَ	(nom.) forty; (foll. definite n.) fortieth
رَابِعٌ	fourth
تَرْبِيَةٌ - ات	# education, upbringing (nisba: تَرْبَوِيٌّ)
رَجَعَ - رُجُوعٌ	# to return, come <u>or</u> go back
رَجُلٌ - رِجَالٌ	# man
رَجَاءٌ	# wish, hope
رَحَّبَ ، تَرْحِيبٌ	# II to welcome
مَرْحَبًا	hello!
رَحَلَ - رَحِيلٌ	# to move about, travel, leave
مَرَحَلَةٌ - مَرَاكِجٌ	stage, phase

زول

رَاسَلَ ، مُرَاسَلَةٌ	# III to correspond with
أَرْسَلَ ، إِرْسَالٌ	IV to send
تَرَاوَلَ ، تَرَاوُلٌ	VI to correspond with one another
رِسَالَةٌ - رِسَائِلٌ	letter
مُرَاسِلٌ - وَن	reporter, corres- pondent
رَسَمَ - رَسْمٌ	# to draw
رَسْمِيٌّ	official, formal, ceremonial
مُرَشَّحٌ - وَن	# candidate, nomi- nee
رَغِبَ - رَغْبَةٌ	# to desire, wish for
رُوسِيَا	# Russia
الرِّيَاضُ	# Riyadh
ز	
زَمَنٌ - أَزْمَانٌ	# time; period; stretch of time
الْأَزْهَرُ	# Al-Azhar (univer- sity)
تَزَوَّجَ ، تَزَوُّجٌ ، زَوَاجٌ (مِنْ)	# V to get married (to); to marry (with)
زَوْجٌ - أَزْوَاجٌ	husband
زَوْجَةٌ - ات	wife
زَوَاجٌ	marriage
زِيَارَةٌ - ات	# visit
زَايَرٌ - وَن	visiting
زَايِرٌ - زُؤَارٌ	visitor, guest
مَا زَالَ	# is still

زول

لا يزال is still

س

س # (future particle) will,
going to

سَأَلَ - سَأَلْ # to ask

سؤال - أسئلة question

سبعة # seven

سبعون (nom.) seventy; (foll.
definite n.) seventieth

سابع seventh

ستة # six

ستون (nom.) sixty; (foll.
definite n.) sixtieth

سد - سدود # dam

السد العالي the High Dam

سادس # sixth

مسرح - مسارح # theater; stage

أسرع ، إسرار # IV to hasten, hurry

ساعد ، مساعدة # III to help, assist (in)

(على ، فى)

سعيد - سعداء (ب) happy (over, at, with)

السعودية Saudi Arabia

سعاد Su'ad (f. name)

سافر ، سفر # III to travel, go on a
trip; to leave, depart

سفر - أسفار departure; travel, trip

سكت - سكوت # to fall silent, say
nothing

سم

سكرتير - ون # secretary

سكن - سكّن # to live, dwell,
reside; take up
residence

ساكن - ون living, residing

ساكن - سكان inhabitant; resi-
dent, occupant

أسلوب - أساليب # style

سلام # peace; greeting

السلام عليكم greetings! (lit.
"peace be upon
you")

وعليكم السلام greetings! (lit.
"and upon you
be peace" (re-
ply to السلام عليكم))

سلامة well-being

مع السلامة goodbye

سليم Salim (m. name)

سليمان الحكيم Solomon the Wise

إسلام Islam

مسلم - ون Muslim

سمح - سمح # to permit (s.o)
(ل) (ب) (s.th.)

سمير # Samir (m. name)

سمع - سمع # to hear

استمع ، استمع VIII to listen
(ل) (الى) (to)

سامي # Sami (m. name)

اسم - أسماء # name

شيطان

سن

سَنَوَاتٌ # year	شَرَبَ - ، شَرِبَ # to drink
سَنَوِيٌّ # annual, yearly	شَرَابٌ ، أَشْرِبَةٌ # drink, beverage
سَهْلٌ # easy	شَارِعٌ - شَوَارِعُ # street
سَيِّئٌ # bad, evil	أَشْرَفُ ، إِشْرَافٌ عَلَى # IV to supervise
السُّودَانُ # The Sudan	شَرِيفٌ # Sharīf (m. name)
سَيِّدٌ # mister, Mr.	شَرْقٌ # East
سُورِيَا # Syria	الْشَّرْقُ الْأَوْسَطُ # The Middle East
سِيَّاسَةٌ - ات # policy; politics	مُسْتَشْرِقٌ - ون # orientalist
السُّوَيْسُ # Suez	شَارَكَ ، مُشَارَكَةٌ فِي # III to partici- pate, join in
سَاعَةٌ - ات # hour; clock, watch	شَرَكَةٌ - ات # company
سَوْفَ # (future particle) will, going to	شَعْبٌ - شُعُوبٌ # a people; nation
مَسَافَةٌ - ات # distance	شِعْرٌ - أَشْعَارُ # poetry; poem
سِوَى # (with foll. gen. or suffix) other than, except	شُكْرٌ - شُكُورٌ # thanks; grateful- ness, gratitude
مُسَاوٍ (لِ) # equal, equivalent (to)	شُكْرًا # thank you!
سِبَوِيَّةٌ # Sibawayhi (medieval grammarian)	شَكْلٌ - أَشْكَالٌ # form, shape, type
سَيَّارَةٌ - ات # car, automobile	مُشْكِلَةٌ - مَشَاكِلُ # problem
سَيَّطَرَ ، سَيَّطَرَتْ عَلَى # (quad.) to control, dominate	شَمَلَ - ، شَمَلَ ، شَمَلَ ، شَمَلَ # to include, com- prise
سِينَمَا # (f.) cinema, movies	شَاهَدَ ، مُشَاهَدَةٌ # III to see, watch, witness
	شَهَادَةٌ - ات # degree, diploma, certificate
ش	شَهْرٌ - أَشْهُرٌ # month
شَأْنٌ - شُؤُونٌ # matter, affair; situation	مَشْهُورٌ - ون (ب) # famous (for)
بِشَأْنِ # in regards to, regard- ing (s.th.)	مُشْتَاقٌ - ون إِلَى # eager for, long- ing to
شَبَاكٌ - شَبَاكٌ # window	شَيْءٌ - أَشْيَاءُ # thing, something
شَرٌّ - شُرُورٌ # evil, harm	شَيْطَانٌ - شَيْاطِينُ # Satan, devil

ص

أَصَحَّ # IV to become	طَرَدَ ، طَرَدَ (من) # to reject, dismiss expel (from)
صَبَاحٌ morning	طَارِقُ بْنُ زِيَادٍ # Tariq b. Ziyad
صَبَاحَ الْخَيْرِ! good morning!	طَعَامٌ - أَطْعِمَةٌ # food
صَبَاحَ النُّورِ! good morning! (response)	مَطْعَمٌ - مَطَاعِمٌ restaurant
صَحْرَاءُ - صَحَارَى (f.) desert (صَحْرَاوِيٌّ)	طَلَبَ ، طَلَبَ # to request
صَحْفَةٌ - صُفُوفٌ # newspaper (صُفُفِيٌّ)	طَالَبٌ ، مُطَالِبَةٌ - III to demand (of s.o.) (s.th.)
أَصْدَرَ ، إِصْدَارٌ # IV to export; to publish	تَطَلَّبَ ، تَطَلَّبَ # V to require, necessitate
مُصَادَقَةٌ ، صَادَقَ # III to become friends with	طَلَبٌ - ات request; appli- cation; demand
صَدِيقٌ - أَصْدِقَاءُ friend	طَالِبٌ - مُطَلِّبٌ student
تَصَرَّفَ ، تَصَرَّفَ # V to behave, conduct oneself	تَطَوَّرَ ، تَطَوَّرَ # V to develop, evolve
إِنْصَرَفَ، إِنْصِرَافٌ VII to go away, leave	طَوِيلٌ - طَوَالَ # long; tall
صَعَبٌ - صِعَابٌ (على) # hard, difficult (for s.o.)	طَوِيلًا at length, a long time
صَغِيرٌ - صِغَارٌ # little, small; young (person)	مَطَارٌ - ات airport
صَفٌّ - صُفُوفٌ # class; classroom	طَائِرَةٌ - ات airplane
صِنَاعَةٌ - ات industry	ظ
مَصْنَعٌ - مَصَانِعُ factory	
صُورَةٌ - صُورٌ # image, form; picture	
صَائِغٌ - صَاغَةٌ # goldsmith; jeweler	
صَيْفٌ - أَصْيَافٌ # summer	

ض

ضَحَكَ ، ضَحَكَ # to laugh	أَظْهَرَ ، إِظْهَارٌ # IV to show, demonstrate
حَسَنُ الضَّيَافَةِ # hospitality	الْظَّهْرَانُ Dhahran (city in Saudi Arabia)

ط

طَاوَلَةٌ - ات # table
طَبِيبٌ - أَطِبَّاءُ # doctor, M.D.

ع

عَبَّرَ ، تَعَبَّرَ عن # II to express
إِعْتَبَرَ ، إِعْتِبَارٌ # VIII to consider (s.o.) as (s.th.)

عَبَّاسُ مَحْمُودِ الْعَقَّادِ # Abbās Mahmūd
Al-'Aqqād

عثمن

عمل

عُثْمَانِيّ # Ottoman	إِعْتَقَدَ ، إِعْتِقَالُهُ	VIII to believe (in)
أَعْجَبَ ، إِعْجَابُ	إِعْتِقَانُ	belief
عَدَدٌ - أَعْدَادُ	عِلَاقَةٌ - ات (ب)	# relationship (to), connection (with)
إِعْدَادِيّ	لَعَلَّ	# perhaps, maybe
مُسْتَعِدٌّ - وَن (ل)	عَلِمَ - ، عَلِمَ	# to know, have knowledge of, be familiar with
عَرَبِيّ - عَرَبُ	عَلَّمَ ، تَعْلِيمُ	II to teach (s.o. or s.th.); to educate (s.o.)
الْعَرَبِيَّةُ	تَعَلَّمَ ، تَعَلُّمُ	V to learn; to become educated
عَرَفَ - ، مَعْرِفَةٌ	عَلِمَ	learning; knowledge; science
عُرِفَ -	عَالَمٌ - عَوَالِمُ	world
مَعْرِفَةٌ - مَعَارِفُ	تَعْلِيمُ	education
مَعْرُوفٌ	مُعَلِّمٌ - وَن	teacher
الْمَعْرُوفُ أَنَّ	عَلَى	# on; over; to the debt of
الْعِرَاقُ # Iraq	عَالٍ (عَالِيَّةٌ)	high
عَزِيزٌ - أَعْزَاءُ	عَلِيّ	Ali (m. name)
عَشْرَةٌ	عَامَّةٌ	# generally, in general
عِشْرُونَ	أَلْعَامِيَّةُ	colloquial Arabic
عَاشِرٌ	إِعْتَمَدَ ، إِعْتِمَادُ	# VIII to depend on, rely on
عَاصِرٌ ، مُعَاصِرَةٌ	عَلَى	
مُعَاصِرٌ	عَمِيدٌ - عُمَدَاءُ	dean
عَظِيمٌ - عَظَمَاءُ	عُمُرٌ - أَعْمَارُ	# age (of a person), lifetime
مُعْظَمُ	عَمِلَ - ، عَمِلَ	# to work
عَفْوًا	عَمِلَ - ، عَمِلَ	to work for, be active in service of
عَقَدَ - ، عَقْدٌ	عَلَى	
إِنْشَعَقَ ، إِنْشِعَاقٌ	عَمَلٌ - أَعْمَالُ	work, job

عمل

فكر

عَمَلٌ - عَمَّالٌ	worker	غَيْرٌ	other than
عَمَّانُ	# Amman	ف	
عَنْ	# about, concerning	فَ	# and; and then; and so
عِنْدَ	# at, with (time or place); (with verbal noun) on, upon; in the view, opinion of; among	فَتَحَ - ، فَتَحَ	# to open; to conquer
عِنْدَمَا	when, whenever	فَتَّشَ ، تَفْتِشُ عَنْ	# II to search, look for
عُنْوَانٌ - عَنَاوِينُ	# title; address	تَفَحَّصَ ، تَفَحُّصٌ	# V to examine
مَعْنَى - مَعَانٍ	# meaning, sense	فَدْوَى طَوْقَانَ	# Fadwa Tūqān (woman poet)
مَعَهْدٌ - مَعَاهِدُ	# institute	فَرِيدٌ	# Farid (m. name)
عَوْدَةٌ	# return	مُفْرَدَاتٌ	vocabulary items
عَادَةً	usually	فَرَضَ - فَرَضَ	# to impose (s.th.) upon
عَائِلَةٌ - أَت	# family	فِرْعَوْنِيٌّ	# pharaonic
أَعْوَامٌ - عَامٌ	# year	فَرَنْسَا	# France
تَعَاوَنَ ، تَعَاوُنٌ	# VI to cooperate	أَلْفُصْحَى	# classical (literary) Arabic
عَيَّنَ ، تَعَيَّنَ	# II to appoint (s.o.) as (s.th.)	تَفْصِيلٌ - تَفَاصِيلُ	# detail
عَيْنٌ - عُيُونٌ	(f.) eye	فَضَّلَ ، تَفَضَّلَ	# II to prefer (s.o. or s.th.) to
غ		فَعَلَ - ، فَعِلَ	# to do, act; to make
غَدٌ	# the morrow, the following day	فِعْلٌ - أَفْعَالٌ	doing, action, deed
غَدًا	tomorrow	فَقَدَ - ، فَقَدَ	# to lose, miss, be bereft of
غَرْبٌ	# west	فَقْدَانٌ	
غَرِيبٌ - غُرَبَاءُ	stranger (n); strange (adj.)	فَقْرٌ	# poverty
الْمَغْرِبُ	Morocco	فَقَطٌ	# only
غَالِبٌ	# (with foll. genitive) most, majority of	فَكَّرَ ، تَفَكَّرَ	# II to think (of, about)
غَيَّرَ ، تَغَيَّرَ	# II to change (s.th.)	(ب)	
تَغَيَّرَ ، تَغَيَّرَ	V to be changed, change		

فِكْرَةٌ - فِكْرٌ	idea, thought, concept	تَقَدَّمَ	progress, advancement
فِكْرِيّ	intellectual, mental	قَادِمٌ - وَن	coming; next
مُفَكِّرٌ - وَن	thinker	قَرَّرَ ، تَقَرَّرَ	# II to decide
فِلَسْطِينُ	# Palestine	قَرَأَ - ، قِرَاءَةٌ	# to read
فَلَسَفَةٌ	# philosophy	الْقُرْآنُ	The Qur'an, Koran
فِلْمٌ ، فِيلْمٌ -	# film, movie	قَرِيبٌ - وَن (مِنْ)	# near (to), close (by)
أَفْلَامٌ		قَرِيبًا	soon, before long
فَمٌّ - أَفْوَاهٌ	# mouth	قَرْنٌ - قُرُونٌ	# century
فَنٌّ - فُنُونٌ	# art	الْقُرُونُ الْوُسْطَى	the Middle Ages
فِي	# in; on the subject of	قَاسِمٌ أَمِينٌ	# Qāsim Amīn
ق		قِصَّةٌ - قِصَصٌ	# story
قَبِيحٌ - قَبَاحٌ	# ugly	اِقْتِصَادٌ	# economy
قَابِلٌ ، مُقَابَلَةٌ	# III to meet (with)	اِقْتِصَادِيّ	economic
أَقْبَلَ ، إِقْبَالَ عَلَى	IV to approach, go to; to devote o.s. to, begin to do s.th.	أَقْصَرَ ، إِقْصَارٌ	# IV to shorten (s.th.)
اِسْتَقْبَلَ ، اِسْتِقْبَالٌ	X to receive, welcome, meet	قَصِيرٌ - قِصَارٌ	short
قَبْلَ	before	الْأَقْصَرُ	Luxor
مُقَابَلَةٌ - ات	an interview	اِنْقَطَعَ ، اِنْقِطَاعٌ	# VII to be cut off, stop, come to an end
قَدْ	# (particle) (with perfect: denotes completion of act) has, had; already	قَاعِدَةٌ - قَوَاعِدٌ	# grammar rule; (p.) grammar
قَدَّمَ ، تَقْدِيمٌ	# II to present, offer; to render (services)	قَلْبٌ - قُلُوبٌ	# heart
تَقَدَّمَ ، تَقَدُّمٌ	V to advance, progress	قَلَمٌ ، أَقْلَامٌ	# pen; pencil
تَقَدَّمَ ، تَقَدُّمٌ	V to submit, present	قَنَاةٌ - قَنَوَاتٌ	# canal
قَدِيمٌ - قَدَمًا	old, ancient	الْقَاهِرَةُ	# Cairo
قَدِيمًا	in ancient times, long ago	قَهْوَةٌ - قَهَوَاتٌ	# coffee
إِلَى قُدَامِ	forward	قَائِدٌ - قُوَادِمٌ	# leader, commander, general

قول

قَالَ ُ ، قَوْلٌ	# to say
مَقَالَةٌ ، مَقَالٌ - ات	article, essay
قَامَ ُ ، قِيَامٌ ب	# to undertake
قَاوَمَ ، مُقَاوَمَةٌ	III to oppose, resist, fight
قَوْمِيٌّ	national, nationalist(ic)
قَوْمِيَّةٌ	nationalism
إِقَامَةٌ	stay, sojourn, residing
قَيْدٌ - قُيُودٌ	# bond, chain, fetter

ك

كَ	# like, as
كَذَلِكَ	see under ذَلِكَ
أَلَيْسَ كَذَلِكَ	see under ذَلِكَ
كَمَا	(foll. by a sentence) as, and also, and in addition
كارل بروكلمان	# Karl Brockelmann
كاليفورنيا	# California
كُبَّةٌ	# kubba
كَبَابٌ	kabob
كَبِيرٌ - كِبَارٌ	# large, big; old (person) senior, eminent
كَتَبَ ُ ، كِتَابَةٌ	# to write
كِتَابٌ - كُتُبٌ	book
كَاتِبٌ - كُتَّابٌ	writer, author; scribe
مَكْتَبٌ - مَكَاتِبٌ	office
مَكْتَبَةٌ - ات	library; bookstore
كُتْلَةٌ - كُتْلٌ	# bloc
كَثِيرٌ - كَثَارٌ	# much; many

ل

كَثِيرًا	very, very much; often
كَثِيرٌ مِنْ	many of
كُرْسِيٌّ - كُرَاسٌ	# chair
أَكْرَمَ ، إِكْرَامٌ	# IV to honor
كَرِيمٌ	Karim (m. name)
كُلٌّ	# all
أَلْكَلُّ	everything
تَكَلَّمَ ، تَكَلُّمٌ	# V to speak, talk
كَلِمَةٌ - ات	word
كَلَامٌ	speech, speaking, conversation

كَمْ	# how many? how much?
أَكْمَلَ ، إِكْمَالٌ	# IV to finish, complete, perfect
كونجرس	# Congress
الْكُوَيْتُ	# Kuwait
كَانَ ُ ، كَوْنٌ	# to be
مَكَانٌ - أَمَاكِينُ	place
مَكَانَةٌ - ات	position, status, rank
لِ كَيْ ، لِكَيْ	see لِ
لِ كَيْلًا ، لِكَيْلًا	see لِ
كَيْفَ	# how?
كَيْفَ أَلْحَالُ ؟	how are you?

ل

لِ #	(prep.) to, for; belonging to, of; (conj.) in order that, so that...; (with jussive) let, have...
------	---

ل

ملك

لِكَيْ ، كَيْ ، لَأَنَّ (with subjunctive) in order that, so that...

لِكَيْلَا ، كَيْلَا (with subjunctive) in order that...not

لِمَاذَا ، لِمَ why?

لَ # (emphasis particle) indeed

لَا # no

لَكِنْ ، لَكِنَّ # but, however

لُبْنَانُ # Lebanon

عَلَّ # see

لُغَةٌ - ات # language

لُغَوِي language-related, linguistic; linguist, grammarian

لِقَاءُ # meeting, encounter

لَمْ # (with jussive) did not

لَمَّا # when, at the time that

لَنْ # (with subjunctive) will not

لَنْدَنُ # London

لَهْجَةٌ - لَهْجَاتُ # dialect

لَوْحٌ - ألْوَاحُ # blackboard

لَيْسَ # not to be, he (it) is not

لَيْلَةٌ - لَيَالٍ # night; evening

م

مَا # (interrog. pron.) what? (spelled م as object of prep.)

مَاذَا (object of verb) what?

لِمَاذَا ، لِمَ why?

مَا (relative pron.) that which, what, whatever

مَاجِسْتِير # masters degree, M.A.

مِئَةٌ ، مِائَةٌ # (one) hundred

مِائَاتٌ مِنْ hundreds of

مَتَى # when?

مِثْلُ # (with foll. gen.) the likes of, something like

مِثْلَ (prep.) like

مَثَلًا for example

إِمْتِحَانٌ - ات # examination

مُدَّةٌ - مُدَدٌ # period (of time)

مَدَحَ - ، مَدَحَ to praise

مَدِينَةٌ - مَدَنٌ # city (nisba = مَدَنِيٌّ)

إِمْرَأَةٌ، الْمَرْأَةُ - (نِسَاءِي = نِسَاءِي) # woman (nisba = نِسَاءِي)

نِسَاءٌ ، نِسْوَةٌ

مَرْيَمُ # Maryam, Miriam, Mary (f. name)

الْمِيسِيسِيبِي # the Mississippi

مَسَاءٌ # evening

مَسَاءٌ in the evening

مِشِيجَانُ # Michigan

مِصْرُ # Egypt

مَعَ # with, together with

مَعًا together

تَمَكَّنَ ، تَمَكَّنَ مِنْ # V to be able to, capable of

مَلِكٌ - مَلُوكٌ # king

من

نهر

مَنْ # who? whoever, the one who	إِنْتَشَرَ ، إِنْتِشَارٌ	VIII to be scattered, spread out, wide-spread; to prevail (peace)
مِنْ # from, (from) among, of; out of, because of; one of, some of	نَشْرٌ	publication
مَنْعَ — ، مَنْعٌ # to grant (s.o.) (s.th.)	نَشْرَةٌ — نَشْرَاتٌ	report, bulletin
مَنْعَ — ، مَنْعٌ # deny, prevent, forbid, (s.th.) (to s.o.)	مُنْتَشِرٌ	scattered, spread out, wide-spread; prevailing (peace)
(من ، عن)		
ماءٌ — مِيَاهٌ # water	نَصٌّ — نُصُوصٌ	# text, passage
مَيِّ زِيَادَةٌ # Mayy Ziyada (woman writer)	نِصْفٌ — أَنْصَافٌ	# half
	مِنْطَقَةٌ — مَنَاطِقٌ	# region, area, zone
ن	نَظَرَ — ، نَظَرٌ	# to look, consider, view
نابليون # Napoleon	نَظَرَ — ، نَظَرٌ فِي	to look into, study, examine
إِسْتَنْهَطَ ، إِسْتَنْهَاطٌ # X to induce	إِنْتَظَرَ ، إِنْتِظَارٌ	VIII to wait (for), await
نَبِيٌّ — أَنْبِيَاءُ # prophet	نَظَرٌ — أَنْظَارٌ	gaze, look; view, opinion
أَنْتَجَ ، إِنْتَاجٌ # IV to produce, put out	كَانَ فِي الْإِنْتِظَارِ	to be waiting (for)
نَتِيجَةً لـ as a result of	أَلَنْظَامُ	# Al-Nazzām (m. name)
إِنتَاجٌ production, output; literary output	نَعَمْ	# yes
نَاتِجًا عَنْ resulting from	نَفْسٌ — أَنْفُسٌ	# (f.) soul, self; same
نَجِيبَ مَحْفُوظٍ # Nagib Mahfouz (writer)	نَقَلَ — ، نَقْلٌ	# to transmit, transport, transfer, move
نَجَحَ — ، نَجَاحٌ # to succeed	إِنْتَقَلَ ، إِنْتِقَالٌ	VIII to move, transfer (to) (intrans.), change residence (to)
نَحْنُ # we	(الى)	
إِنْتَخَبَ — إِنْخِبَابٌ # VIII to elect	مَنْهَجٌ — مَنَاجِهُ	# program
إِنْخِبَابٌ — ات election	مَنْهَجُ التَّعْلِيمِ	program of instruction, curriculum
نَازِكُ الْمَلَايِكَةِ # Nāzik Al-Malā'ika (woman writer)	نَهْرٌ — أَنْهَارٌ	# river
مُنَاسَبَةٌ — إِيَّاتِ # occasion, opportunity	أَنْهَرٌ	
نِسَاءٌ، وَنِسْوَةٌ # see إِمْرَأَةٌ		
نَيْسَانُ # April		
أَنْشَأَ ، إِنْشَاءٌ # IV to establish, found, start		
نَشَرَ — ، نَشْرٌ # to publish; to announce		

نَهَضَة - ات	# rebirth, renaissance; movement; boom	هُنَاك	there
انتهى، إنتهيا (من)	# VIII to end, come to an end; to be finished (with) (s.th.)	هِنْدُ	# Hind (f. name)
انتهيا من	completing, finishing with (s.th.)	مُهَنْدِس - ون	# engineer
أَنْوَر السَّادَات	# Anwar Al-Sādāt	هُوَ	# he
أَبُو نُوَّاس	# Abū Nuwās (medieval poet)	هِيَ	# she
تَنَاوَلَ ، تَنَاوَلْ	# VI to deal with, take up, treat	و	
نَوَال السَّعْدَاوِي	Nawāl Al-Sa'dāwī (woman writer)	وَ	# and; (in ḥāl construction) while, as
النَّيْلُ	# the Nile	وَاشْنَطْن	# Washington
نِيُورِك	# New York	يَجِبُ ، وَجِبْ	# to be incumbent, necessary (on or for s.o.) (that he do..)
هَذَا - هَذَانِ ، هَذَيْنِ - هَؤُلَاءِ (هَذِهِ - هَاتَانِ هَاتَيْنِ - هَؤُلَاءِ)	# this, that	(عَلَى) (أَنْ)	
أَلْأَهْرَامُ	# Al-Ahram (Egyptian newspaper; lit., "The Pyramids")	وَاجِبٌ - ات	duty
هَلْ	# (interrogative particle)	وَاجِبٌ عَلَى	incumbent upon, necessary for (s.o.)
أَلْهَيْلُ	# Al-Hilal (Egyptian literary periodical; lit., "The Crescent")	مَوْجُودٌ	# present; existing
هُمْ	# they (m.p.)	مَوْجَزٌ	# summary
أَهْمِيَّةٌ	# importance	وَجْهٌ - وَجُوهٌ	# face
إِهْتِمَامٌ - ات	interest, concern, care	وَاحِدٌ	# one
هَامٌ	important	الْأُمَمُ الْمُتَّحِدَةُ	The United Nations
هُنَّ	# they (f.p.)	الْوِلَايَاتُ الْمُتَّحِدَةُ (الْأَمْرِيكِيَّةُ)	The United States (of America)
هُنَا	# here	وَدَادُ	# Widad (f. name)
		وَرَقَةٌ - ات	sheet, piece of paper
		وَزِيرٌ - وَزَرَاءُ	(cabinet) minister
		وَزِيرُ الْخَارِجِيَّةِ	foreign minister, Secretary of State
		رَئِيسُ الْوُزَرَاءِ	prime minister
		وِزَارَةٌ - ات	(cabinet) ministry

الشرق الأوسط # the Middle East

الولايات المتحدة (الأمريكية) The United States (of America)

وَصَلَ بِمَنْ يَصِلُ ، وَصُولٌ # to arrive; (with object pronoun) to reach

هبة - ات # gift

وُصُولٌ arrival

ي

وَاصِلُ بْنُ عَطَاءٍ Wāsil b. 'Atā'

يا # (vocative particle)

وَضَعُ - أَوْضَاعٌ # situation, condition

يَدٌ - أَيَدٍ، أَيَادٍ # (f.) hand

مَوْضِعٌ - مَوَاضِعُ subject, topic

يَدَوِيٌّ (nisba of يَدٌ) manual

وَطَنِيٌّ # national; nationalist(ic)

وَضِيفَةٌ - وَظَائِفُ office, position, job; function, task

يَوْمٌ - أَيَّامٌ # day

مَوْظَفٌ - وَن employee; official

الْيَوْمُ today

مَوْعِدٌ - مَوَاعِدُ # time, appointment (مَوَاعِدُ p. of مِيعَادٍ is commonly used as p. of مَوْعِدٌ)

يَوْمِي daily

تَوَفَّرَ ، تَوَفَّرَ # V to be given abundantly, provided in full measure

تَوَفَّقَ بَيْنَ # reconciliation

مِنَ الْمُتَّفَقِ عَلَيْهِ it is agreed upon (that)

(أَنَّ)

وَفَاةٌ # death

وَقْتُ - أَوْقَاتٌ # time

وَقَعَ ، يَقَعُ # to be located

وَأَقَعَ located, situated

وَلَدَ ، يَلِدُ ، وَلَادَةٌ # to give birth to

وَلَدٌ - أَوْلَادٌ child, boy

مِيلَادِيٌّ A.D.

وَالِدٌ father

وَالِدَانِ (nom.) parents

وِلَايَةٌ - ات # state, province

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Elementary Modern Standard Arabic

Part 2

Arabic Grammar and Vocabulary
Lessons 31–45 Appendices

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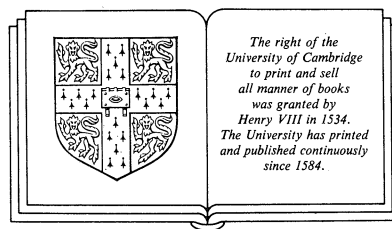
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INTRODUCTION

Part Two is a continuation of Part One; it begins the transition to the intermediate level of Arabic. Lessons 31-40 anticipate the format of Modern Standard Arabic. Intermediate Level¹ in that the new vocabulary of each lesson is introduced in Preparatory Sentences which present the new item in a meaningful context; for the most part the Preparatory Sentences themselves constitute a connected narrative or discourse. Following the sentence the new item is given in its "citation" or dictionary form: (1) for nouns and adjectives, the nominative singular; the plural, preceded by a dash (any alternative plurals are separated by commas); and any preposition that characteristically occurs with this word in this meaning and (2) for verbs: perfect tense, third masculine singular; the imperfect stem vowel for Form I verbs; the verbal noun, preceded by a comma; and any prepositions that characteristically go with this verb in this meaning. The vocabulary items in the Preparatory Sentences are generally all found in the Basic Text of that lesson; the Additional Vocabulary, on the other hand, are not in the Basic Text but are found later in this and in succeeding lessons and must be mastered. Passive vocabulary (words necessary to a particular passage but not necessarily repeated or drilled elsewhere, and which the student is not required to master) is enclosed in brackets []. In the Basic Text and other passages, passive vocabulary is underlined and translated in the margin.

Lessons 41-45 constitute a second transition; at this point the Basic Text is no longer translated into English. Since there are few grammatical items introduced in these lessons, the translation should be well within the capabilities of the student. Further, the amount of drills diminishes in favor of more reading selections with each succeeding lesson.

In addition to English-Arabic and Arabic-English glossaries, a number of appendices are included for the use of students. Appendix I gives full conjugations of representative types of verb. Appendices IV and VI list by lesson all the adjectives and verbs occurring in both parts of the course, with inactive verbs starred(*). Appendix V lists all the particles in this course subclassified by part of speech. Appendices II and III list the Arabic names of the days and months and the states of the Arab World.

¹By P. Abboud, E. Abdel-Massih, S. Altoma, W. Erwin, E. McCarus and R. Rammuny, Center for Near Eastern and North African Studies, Ann Arbor, Michigan, 1971.

Abbreviations and Symbols

AP	active participle	-	a prefix or suffix
acc.	accusative	→	must be added here
adj.	adjective	()	is to be changed to
adv.	adverb		feminine of the pre-
C	any consonant		ceding masculine
coll.	collective		form
conj.	conjunction	[]	passive vocabulary
d., du., D	dual	/	alternate form
DD	identical second and	#	
	third radicals	##	new root
e.g.	for example		one of two homo-
e.o.	each other		phonous roots
ex., Ex.	for example	A. obj. → E.	the object of the
f., F.	feminine; female	subj.	Arabic sentence
F	first radical in a root		corresponds to
foll.	following; followed		the subject of
G	glide		the English sen-
gen.	genitive		tence
imperf.	imperfect	E. subj. → A.	the subject of the
indic.	indicative	obj.	English sentence
juss.	jussive		corresponds to
L	last radical in a root		the object of the
lit.	literally		Arabic sentence
m., M.	masculine; male	ط ١	الطَّالِبُ الْأَوَّلُ
M	second of three radicals	ط ٢	الطَّالِبُ الثَّانِي
	in a root		
n	noun		
neg.	negative		
(nisba)	nisba adjective of pre-		
	ceding entry		
nom.	nominative		
o.s.	oneself		
obj.	object		
p., pl., P.	plural		
prep.	preposition		
pron.	pronoun		
Q.A.	questions and answers		
s., S.	singular		
S	second of four radicals		
S ₁	the first student		
S ₂	the second student		
s.o.	someone		
s.th.	something		
suff.	suffix		
T	third of four radicals		
T	teacher		
v	any vowel		
VN	verbal noun		
1	first person		
2	second person		
3	third person		

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أ - الْجَمَلُ التَّمَهِيدِيَّةُ

A. Preparatory sentences

١/ - لي صديق أمريكي يدرّس التاريخ
المصريّ القديم في جامعة شيكاغو
وهو يزور مصر كل سنة لمشاهدة
آثارها .

I have an American friend who teaches
ancient Egyptian history at the Univ-
ersity of Chicago and he visits
Egypt every year to see the ruins.

زارُ ، زيارةً

to visit

٢/ - في السنة اثنان وخمسون اسبوعا
وفي الاسبوع سبعة ايام .
أسبوع - أسابيع

There are fifty-two weeks in a
year and seven days in a week.

week

٣/ - رجع أخي من فرنسا بعد الحصول
على الدكتوراه ، فأحتفلت
العائلة برجوعه احتفالا عظيما .
حضر الحفلة كثير من الاصدقاء
وأحضّر بعضهم الهدايا الى أخي .

My brother returned from France
after obtaining his doctorate and
the family had a great celebration
in honor of his return. Many of
our friends attended the party
and some of them brought gifts
to my brother.

VIII to celebrate

party, festive event, celebration,
ceremony reunion, festejo, fiesta, cerimonia

IV to bring, take

gift, present

إحتفل ، إحتفال (ب)
حفلة - حفلات
أحضّر ، إحضار
هدية - هدايا

٤/ - احتفلنا بزواج صديقي احتفالا
كبيراً . دامت الاحتفالات سبعة
أيام ، وحضرها الاهل والاصدقاء .

We had a great celebration for my
friend's marriage. The festivities
lasted seven days, and they were
attended by family and friends.

casamiento, matrimonio, boda, vínculo matrimonial.
marriage, getting married

to last, endure

durar, perdurar, continuar, persistir, permanecer

زواج
دام ، دوام ، ديمومة

٥ - قالت صحف اليوم ان اجتماع الوزراء
بدأ في الساعة الثامنة من مساء
أمس ، وان الوزراء انصرفوا في
ساعة متأخرة من الليل .

Today's papers said that the minis-
ters' meeting began at 8:00 yester-
day evening, and that the ministers
left at a late hour of the night.

تَأَخَّرَ ، تَأَخَّرَ *retardarse, tardar.* V to become late, be delayed;
 تَأَخَّرَ *quedar atrasado* to fall behind; to linger,
 تَأَخَّرَ *rezagarse.* hesitate
 تَأَخَّرَ *en marcha, persistir, quedar, permanecer, tardar por indecisión.*
 لَيْلَ nighttime, night (as opposed to day)

٦ - جاء كريستوفر كولومبس الى امريكا في سنة ١٤٩٢ . Christopher Colombus came to America in 1492.

جاء ، مجي *to come venir, llegar*

٧ - ذهبت مع طلاب صفي مساء أمس الى مطعم عربي . وفي نفس الليلة ذهبنا معا الى السينما لمشاهدة فيلم "كليوباترا". خرجنا من السينما في ساعة متأخرة، وذهب كل منا الى بيته كي ينام . I went with the students in my class yesterday evening to an Arabic restaurant. The same night we went together to the movies to see "Cleopatra." We left the movie at a late hour, and each of us went home to sleep.

نام ، نوم *dormir(se)* to sleep, fall asleep, go to sleep, go to bed

٨ - ذهب المراسلون الى مؤتمر الوزراء فاستقبلهم المشرف على المؤتمر عند الباب ثم أجلسهم وراء الوزراء . The reporters went to the ministers' conference; they were met at the door by the person in charge of the conference who then seated them behind the ministers.

أجلس ، إجلاس *seotar, aposesotar, colocar* IV to ask or make s.o. sit down, seat s.o. behind

٩ - صديقي موظف كبير . وصلتني رسالة منه قال فيها: أحب أن تزورني في مكنتي . مكنتي في بناء كبير جداً ، لذلك سأطلب من سكرتيرتي أن تستقبلك عند الباب الخارجي، وأن تسير بك الى مكنتي، ثم أن تعود بك الى الباب الخارجي بعد الزيارة . My friend is a senior official. I received a letter from him in which he said, "I would like you to visit me at my office. My office is in a very large building, therefore I will ask my secretary to meet you at the outer door, and to bring you to my office, and then to take you back to the door of the building after the visit."

سار ، سير *to take, lead, march (s.o.)*
 عاد ، عود *to take s.o. back, to bring s.o. back*

١٠ - السيارات كثيرة جدًا في طُرُق بيروت ، خاصةً وَسَطَ المدينة . لكنني شاهدت بعض الناس في بيوت يسرون وسط الطريق بين السيارات .

طريق - طُرُق
وَسَطَ

سير ، مسير ، يسير ، يسرون
to move, get going, march, walk; go; to progress, function, run

١١ - في لبنان مدن كبيرة ، لكن فيه كذلك قُرَى صغيرة قَلِيلَةُ السُّكَّانِ . ومن أجمل القرى اللبنانية قرية بِشْمِزِين القريبة من بيروت .

قَرْيَة - قُرَى
قَلِيلٌ - قَلِيلٌ ، قَلِيلٌ
ساكِنٌ - سَكَّانٌ

habitant, morador

village pueblo, aldea, caserío

few, small (in number), scant escaso, pocos

inhabitant, resident, occupant; (p.) population población

١٢ - أذهب الى مكتبي في الصباح . وعند الظهر أذهب الى مطعم قريب من مكتبي فأكل وأشرب القهوة ، ثم أعود الى مكتبي . وفي المساء أرجع الى بيتي .

I go to my office in the morning. At noon I go to a restaurant near my office and eat and have my coffee. Then I return to my office. In the evening I return home.

عادَ ، عَوْدَةً

to return, go back, come back

١٣ - ذهبت مع صديق لي الى مَقْهَى صغير وشربنا هناك قهوة عربية .

مَقْهَى - مَقَاهٍ

I went with a friend of mine to a small café, and there we drank Arabian coffee.

café, coffeehouse

Vocabulary note: The imperative of جاء 'to come' (جيء ، etc.) is normally replaced by تَعَالَى (m.s.), تَعَالَيْ (f.s.), تَعَالَا (d.), and تَعَالَوْا (m.p.) 'come!'

VI تَعَالَى (علي، علو) alzarse, elevarse
تَعَالَى iven! ivanso!

wedding

عُرْسٌ في قرية اردنيّة

كنت ازور قرية اردنيّة فعلمت أنّ صديقاً لي من سكّان القرية سيتزوَّج بعد أسبوع ، طلب صديقي منّي أن احضر احتفالات الزواج فحضرتها دامت الاحتفالات أسبوعاً : كان الناس يجيئون كل ليلة الى بيت

الدَّيْكَة والغناء ، وفي ساعة متأخرة من الليل يرجعون الى بيوتهم ليناموا . bridegroom; they congratulate singing

groom

وفي اليوم السابع ، وهو يوم العُرْس ، جاء الناس الى بيت العريس wedding

فتحدّثوا معاً مدة ساعة ، ثمّ أجلسوا العريس على كرسيّ وساروا به في

dabka

طرق القرية وسط الغناء والدَّيْكَة . وعند الظهر عادوا به الى البيت singing

فأستقبلهم أهلهم بالترحيب . قدّم الطعام بعد ذلك فأكل الناس .

bride

وبعد الظهر أحضرت النساء العُروس وُسرّن وراءها الى بيت

bridal couple

العريس وهناك تمّ الزواج ، ثمّ قدّم الاصدقاء الهدايا للعُروسيّن فلي حفلة جميلة .

B. Basic text

A Wedding in a Jordanian Village

I was visiting a Jordanian village when I learned that a friend of mine, one of the inhabitants of the village, was going to get married in a week. My friend asked me to attend the wedding festivities, and I did.

The festivities lasted a week. The people would come every night to the bridegroom's house and congratulate the family and talk together for a while. Then they would begin dancing the dabka and singing and at a late hour of the

night they would return to their homes to sleep.

On the seventh day, the day of the wedding, the people came to the bridegroom's house and conversed for an hour. Then they seated the groom on a chair and marched him through the streets of the village amidst singing and dabka. At noontime they brought him back home, and his family received them with a warm welcome. Food was served after that, and the people ate.

And in the afternoon, the women brought the bride and walked behind her to the groom's house, and there the marriage took place. Then the friends presented gifts to the newlyweds at a beautiful party.

C. Grammar and drills

ج - القواعد والتمارين

1. Hollow verbs: Form I
2. Indeclinable nouns and adjectives
3. Invariable nouns and adjectives
4. Causative فعل مضارع with verbs of motion
5. Collective nouns and unit nouns
6. Verbal nouns: Summary

1. Hollow verbs: Form I.

Verbs whose middle radical is W or Y have stems with a long or short vowel between the first and last radicals instead of a second consonant. For example, the verb زَارَ 'to visit' (root Z W R) has the perfect stem zaar- in زَارَ 'he visited', and zur- in زَرْنَا 'we visited'. These are called hollow verbs. All hollow verbs have two forms of the perfect stem and also two forms of the imperfect stem. One form has a long vowel, and this is used with suffixes beginning with a vowel, for example zaar-at زَارَتْ 'she visited'; the other has a

short vowel, used with suffixes beginning with a consonant, for example zur-tu

زُرْتُ 'I visited', or when there is no suffix, for example لَمْ أَزُرْ 'I did

not visit.'

There are three types of Form I hollow verbs, each with different vowel patterns. The conjugations of the three types are given below:

Type 1: Perfect stems FaaL-/FuL- \checkmark $\text{zawura} \xrightarrow{H1} \text{zawurta} \xrightarrow{H2} \text{zawurna} \xrightarrow{L1+H3} \text{zawurna}$
 Imperfect stems -Fuul-/-FuL- \checkmark $\text{yazwuru} \xrightarrow{H2} \text{yazwurna} \xrightarrow{L1} \text{yazwurna}$

These are verbs whose middle radical is W, illustrated below by زَارَ 'to visit' (root Z W R).

زَارَ - يَزُورُ

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	زَارَ	يَزُورُ	يَزُورَ	يَزُرْ	
FS	زَارَتْ	تَزُورُ	تَزُورَ	تَزُرْ	
2 MS	زُرْتُمْ	تَزُورُونَ	تَزُورُوا	تَزُرُوا	زُرُوا
FS	زُرْتُمْ	تَزُورِينَ	تَزُورِي	تَزُورِي	زُورِي
1 S	أَزُرْتُ	أَزُورُ	أَزُورَ	أَزُرْ	
3 MD	زَارَا	يَزُورَانِ	يَزُورَا	يَزُورَا	
FD	زَارَتَا	تَزُورَانِ	تَزُورَا	تَزُورَا	
2 D	زُورْتُمَا	تَزُورَانِ	تَزُورَا	تَزُورَا	زُورَا
3 MP	زَارُوا	يَزُورُونَ	يَزُورُوا	يَزُورُوا	
FP	زُرْنِ	يَزُرْنَ	يَزُرْنَ	يَزُرْنَ	
2 MP	زُرْتُمْ	تَزُورُونَ	تَزُورُوا	تَزُورُوا	زُورُوا
FP	زُرْتُمْ	تَزُرْنَ	تَزُرْنَ	تَزُرْنَ	زُرْنَ
1 P	زُرْنَا	نَزُورُ	نَزُورَ	نَزُرْ	

The active participle of all Form I hollow verbs has the regular pattern

Faa?iL, with a * hamza serving as the middle radical:

✓ (زاور*) زائر
 زائر 'visiting'

✓ The verbal nouns of Form I hollow verbs, like those of Form I verbs in general, are of various patterns. The verbal noun of زار 'to visit' is

زيارة (زيارة*)
 زيارة '(act of) visiting'

The hollow verbs of Type 1 which have occurred thus far are the following:

Perfect	Imperfect	AP	VN
✓ زار	يزور	زائر	زيارة 'to visit'
✓ عاد	يعود	عايد	عودة 'to return'
✓ قال	يقول	قائل	قول 'to say'
✓ كان	يكون	كاين	كون 'to be'

مقال

Type 2: ✓ Perfect stems Faal-/FiL-

sayira - yasyira

✓ Imperfect stems -Fiil-/FiL-

These are verbs whose middle radical is Y, illustrated below by سار 'to walk, march' (root S Y R).

✓ سار - يسير 'to walk'

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS ✓	سار	✓ يسير	✓ يسير	✓ يسير	
FS	سارت	تسير	تسير	تسير	
2 MS	سرت	تسير	تسير	تسير	✓ سير ✓
FS	سرت	تسيرين	تسيري	تسيري	سيري

1 S	سَرْتُ	أَسِيرُ	أَسِيرَ	أَسِرْ	
3 MD	سارا	يَسِيرَانِ	يَسِيرَا	يَسِيرَا	
FD	سارتا	تَسِيرَانِ	تَسِيرَا	تَسِيرَا	
2 D	سَرْتُمَا	تَسِيرَانِ	تَسِيرَا	تَسِيرَا	✓ سيرا ✓
3 MP	ساروا	يَسِيرُونَ	يَسِيرُوا	يَسِيرُوا	
FP	سِرْنَ	يَسِرْنَ	يَسِرْنَ	يَسِرْنَ	
2 MP	سَرْتُمَا	تَسِيرُونَ	تَسِيرُوا	تَسِيرُوا	✓ سيرا ✓
FP	سِرْتُنَّ	تَسِرْنَ	تَسِرْنَ	تَسِرْنَ	سِرْنَ
1 P	سِرْنَا	نَسِيرُ	نَسِيرَ	نَسِرْ	

✓ Active participle: سائرٌ

✓ Verbal noun: نَسِيرَةٌ، مَسِيرَةٌ، سَيْرٌ، مَسِيرٌ
 (constant) مَسِيرٌ (pares, uelta, marcha forzada)

The two hollow verbs of this type which have occurred so far are:

Perfect	Imperfect	AP	VN	
سارَ	يَسِيرُ	سائرٌ	سَيْرٌ	'to walk'
جاءَ	يَجِيءُ	جاءٌ	مَجِيءٌ	'to come'

(The AP of جاءٌ is a "defective" adjective; see C.34.3.)

Type 3: ✓ Perfect stems FaaL-/FiL- *naḥima naḥimta*

✓ Imperfect stems -FaaL-/FaL- *yanḥamū yanḥamūna*

✓ This type includes verbs with middle radical W and verbs with middle radical Y. The conjugation is the same in both cases; it is illustrated below by نَامٌ 'to sleep, go to sleep' (root N W M).

nawwima - yanwawu

'to sleep' - نَامُ - يَنَامُ

		PERFECT	IMPERFECT			
			Indicative	Subjunctive	Jussive	Imperative
3 MS	✓ نَامَ	✓ يَنَامُ	✓ يَنَامُ	✓ يَنَمَّ		
FS	نَامَتْ	تَنَامُ	تَنَامُ	تَنَمَّ		
2 MS	نِمْتُمْ	تَنَامُ	تَنَامُ	تَنَمَّ	✓ نَمَّ	
FS	نِمْتُمْ	تَنَامِينَ	تَنَامِي	تَنَامِي		نَامِي
1 S	نِمْتُ	أَنَامُ	أَنَامُ	أَنَمَّ		
3 MD	✓ نَامَا	✓ يَنَامَانِ	✓ يَنَامَا	✓ يَنَامَا		
FD	نَامَتَا	تَنَامَانِ	تَنَامَا	تَنَامَا		
2 D	نِمْتُمَا	تَنَامَانِ	تَنَامَا	تَنَامَا	✓ نَامَا	
3 MP	✓ نَامُوا	✓ يَنَامُونَ	✓ يَنَامُوا	✓ يَنَامُوا		
FP	نِمْنِ	يَنَمْنِ	يَنَمْنِ	يَنَمْنِ		
2 MP	نِمْتُمْ	تَنَامُونَ	تَنَامُوا	تَنَامُوا	✓ نَامُوا	
FP	نِمْتَنَ	تَنَمْنِ	تَنَمْنِ	تَنَمْنِ		نَمْنِ
1 P	نِمْنَا	نَنَامُ	نَنَامُ	نَنَمَّ		

Active participle: نَائِمٌ

- نَائِمَةٌ

Verbal noun: نَوْمٌ

The two hollow verbs of this type which have occurred so far are:

Perfect	Imperfect	AP	VN	
نَامَ	يَنَامُ	نَائِمٌ	نَوْمٌ	'to sleep'
زَالَ	يَزَالُ	زَائِلٌ	زَوَالٌ	'to cease'

Passive voice. In the passive voice, all three types of Form I hollow verbs have exactly the same vowel patterns and the same conjugations. Only their passive participle forms differ.

Passive: Perfect stems FiiL-/FiL-

Imperfect stems -FaaL-/-FaL-

The passive conjugation is illustrated below by زير 'to be visited' (imperfect يزارُ). Note that, as always in the passive, the imperfect subject-markers have the vowel u, and there is no imperative.

zuwira $\xrightarrow{H2}$ zuwa $\xrightarrow{H2}$ ziwa $\xrightarrow{L1?}$ zirta
zuwirta " "

زير - يزارُ 'to be visited'

	PERFECT	IMPERFECT		
		Indicative	Subjunctive	Jussive
3 MS	زيرُ	يزارُ	يزارُ	يَزَرْ
FS	زيرَتْ	تُزارُ	تُزارُ	تُزَرْ
2 MS	زيرْتُ	تُزارُ	تُزارُ	تُزَرْ
FS	زيرْتِ	تُزارينَ	تُزاري	تُزاري
1 S	زيرْتُ	أُزارُ	أُزارُ	أُزَرْ
3 MD	زيرا	يُزارانِ	يُزارا	يُزارا
FD	زيرتا	تُزارانِ	تُزارا	تُزارا
2 D	زيرْتما	تُزارانِ	تُزارا	تُزارا
3 MP	زيروا	يُزارونَ	يُزاروا	يُزاروا
FP	زيرنَ	يُزرونَ	يُزرونَ	يُزرونَ
2 MP	زيرْتُم	تُزارونَ	تُزاروا	تُزاروا
FP	زيرْتُنَّ	تُزرونَ	تُزرونَ	تُزرونَ
1 P	زيرْنَا	نُزارُ	نُزارُ	نُزَرْ

yvzwaru $\xrightarrow{H2}$ yvzaaru $\xrightarrow{L1}$ 10
yvwirna $\xrightarrow{H2}$ yvzaarner $\xrightarrow{L1}$ yvzarra

The passive participles of Form I hollow verbs have the pattern maFuul if the middle radical is W; maFiil if it is Y. These are illustrated below (the examples for Types 2 and 3 are of new verbs, since those that have occurred are all intransitive and so do not have passives):

Type 1

زار - يزور

مُزَوَّرٌ 'visited'

H2 (b)
mazuur → mazuur

Type 2

باع - يبيع

مُبَّيْعٌ 'sold'

H2 (b)
mabyy → mabyy

Type 3 (middle radical W)

خاف - يخاف

مُخَوَّفٌ 'feared'

Type 3 (middle radical Y)

نال - ينال

مُنَالٌ 'obtained'

Summary. Given below is a chart summarizing the main features of the three types of Form I hollow verbs and their passives. In the "Perfect" column, the first form given for each verb is the 3 m.s., to illustrate the stem with a long vowel, and the forms in parentheses under it is the 1 s. form, illustrating the stem with a short vowel. In the "Imperfect" column the forms are respectively the 3 m.s. and (in parentheses) the 3 f.p. Note that in the passive the conjugation is the same in all types, except for the passive participles. Verbal nouns, which vary widely in their patterns, are not shown.

*Note: The quadrilateral سَيَطِرُ عَلَى forms its passive like a hollow verb: سَيَطِرُ عَلَى ; example:

2 I don't see that!

كَيْفَ سَيَطِرُ عَلَيْهِمْ ؟

'How did they come to be dominated?'

Active	Perfect	Imperfect	Active Participle
<u>Type 1</u>	زارَ (زَرَتْ)	يَزورُ (يَزُرْنَ)	زائرٌ 'to visit'
<u>Type 2</u>	سارَ (سَرَتْ)	يَسيرُ (يَسِرْنَ)	سائرٌ 'to walk'
<u>Type 3</u>	نامَ (نِمَتْ)	يَنامُ (يَنُمْنَ)	نائِمٌ 'to sleep'
Passive	Perfect	Imperfect	Passive Participle
<u>Type 1</u>	زيرَ (زِرَتْ)	يُزارُ (يُزَرْنَ)	مُزورٌ 'to be visited'
<u>Type 2</u>	بيعَ (بَعَتْ)	يُباعُ (يُبَعْنَ)	مُباعٌ 'to be sold'
<u>Type 3</u> (Middle radical W)	خيفَ (خِفَتْ)	يُخافُ (يُخَفْنَ)	مُخوفٌ 'to be feared'
<u>Type 3</u> (Middle radical Y)	نيلَ (نِلَتْ)	يُنالُ (يُنَلْنَ)	مُنيلٌ 'to be obtained'

Now do Drills 1 (on tape), 2,3,4, and 5.

Drill 1. (On tape) Conjugation: Hollow verbs, perfect tense.

Drill 2. (Also on tape) Conjugation: Hollow verbs, imperfect tense.

أ : هل ستزور مصر أم العراق ؟
 ط : سأزور مصر ، أمّا العراق فلن
 أزوره هذا العام .

'Will you visit Egypt or Iraq?
 'I will visit Egypt. As for
 Iraq, I won't visit it this year.'

- ١ - هل ستزورين السودان أم الكويت ؟
- ٢ - هل سنزور ليلي أم نادية اليوم ؟
- ٣ - هل سيزوران العريس اليوم أم غدا ؟
- ٤ - هل سيزرن بغداد أم البصرة ؟

- ٥ - هل ستزوران الجامعة أم المتحف ؟
٦ - هل سيزورون العريس أم الاصدقاء ؟

Drill 3. (Also on tape) Conjugation: Hollow verbs, imperfect tense.

أ : هل زرت مصر ؟ 'Have you visited Egypt?'

ط : لا، لم أزرها ، ولكنني سأزورها قريباً . 'No, I haven't, but I will visit it soon.'

- ١ - هل زرتكم بغداد ؟ ٤ - هل زارتنا الآثار المصرية ؟
٢ - هل عادوا ؟ ٥ - هل زاروا باريس ؟
٣ - هل جئتم لزيارتكم ؟ ٦ - هل عدن من المؤتمر ؟

Drill 4. Written.

Form the active participles from the following verbs.

زار ، سار ، نام ، عاد ، دام ، قال

Drill 5. Written. Completion.

Fill in the blank with the appropriate verbal noun:

- 'I went to Iraq for a short visit.' زرت العراق ——— قصيرة .
زرت العراق زيارة قصيرة .
١ - ساروا ——— طويلاً .
٢ - عاد الوزير الى مصر أمس ، وبعد ——— ه قابل رئيس الجمهورية .
٣ - سيجي قريباً ، ولكننا لا نعرف موعد ——— ه .
٤ - سوف أنام بعد ساعة ، ولكنني سأقرأ هذه المقالة قبل ال ——— .

- ٥ - يرغب في الذهاب الى فرنسا ، ولن أقاوم — ه •
- ٦ - يعتقد ان شعبه أعظم الشعوب ، وهو مخلص في — ه •
- ٧ - تختلف مصر عن امريكا — عظيمما •
- ٨ - قابلت ابنته الكبيرة — قصيرة •

2. Indeclinable nouns and adjectives

The nouns and adjectives introduced in previous lessons have been of several inflectional types, as follows:

Triptotes: Singulars and broken plurals which take nunation and three case endings. These form the great majority of nouns and adjectives, e.g. كِتَابٌ

Diptotes: Singulars and broken plurals which never take nunation, and have three case endings when definite or serving as the first term of an idāfa, but otherwise only two case endings (See 13.C.4.), e.g. مَكَاتِبُ

Sound feminine plurals, which take nunation and have only two case endings, e.g. مُعَلِّمَاتٌ

Duals and masculine sound plurals, which do not take nunation and have only two case endings, e.g. مُعَلِّمُونَ ، مُعَلِّمَاتٌ.

In this lesson there are occurrences of two other inflectional types, called indeclinable and invariable. The latter are discussed in 3 below.

Indeclinable nouns and adjectives take nunation, but have no distinctions of case at all. Two examples are مَقْهَى 'coffeehouse' and قُرَى 'villages', the forms of which are as follows:

[,indɪkɪlɪnəblɪ]

[ɪnvɛxɪləblɪ]

	Indefinite	Definite
Nom./Gen./Acc.	مَقْهًى 'a coffeehouse'	الْمَقْهَى 'the coffeehouse' مَقْهَى صَدِيقِي 'my friend's coffeehouse'
Nom./Gen./Acc.	قُرًى 'villages'	الْقُرَى 'the villages'

All indeclinables end, in all three cases, in -an (indefinite) or -aa (definite). In a few words these endings are spelled with ا, for example

عَصًا 'a stick'	الْعَصَا 'the stick'
-----------------	----------------------

but in most words they are spelled with ي, as in مَقْهًى above.

Indeclinables result when a word has a pattern with stem vowel a, and a root whose last radical is W or Y. For example, both جُمْلَةٌ 'sentence' and قَرْيَةٌ 'village' have a broken plural of the pattern FuMaL (stem vowel a). The root of جُمْلَةٌ is J M L, and the plural is جُمُلٌ. The root of قَرْيَةٌ, however, is Q R Y. If we place this root, as is, into the pattern FuMaL, the results would be a stem quray-. But such a stem cannot occur with the short vowels of case endings, for this reason: If we added the vowel case endings to such a stem, we would have quray-u, quray-i, quray-a, and these final sequences (-ayu, -ayi, -aya) are not possible in Arabic. There is a general phonological rule, applying to all words in the language, to the effect that the (hypothetical) sequence of ay- plus any short vowel is automatically changed to aa. This is illustrated by the chart below (with hypothetical forms in parentheses).

Pattern <u>FuMaL-</u>	
Nom. (al-qur <u>ayu</u>)	al-quraa الْقُرَى 'the villages'
Gen. (al-qur <u>ayi</u>)	
Acc. (al-qur <u>aya</u>)	

Similarly, when nunation is involved, the sequences -ayun, -ayin, and -ayan are all changed to -an:

Nom. (qur <u>ayun</u>)	quran قُرَى 'villages'
Gen. (qur <u>ayin</u>)	
Acc. (qur <u>ayan</u>)	

Exactly the same rules apply when the final radical is W. The sequences -awu, -awi, and -awa all become -aa, and -awun, -awin, and -awan all become -an. This is illustrated by the word عَصَا 'stick', whose pattern is FaMaL (like قَلَم 'pencil') and whose root is ʕ S W :

Pattern <u>FaMaL</u>	
Nom. (?al-ʕa <u>ṣawu</u>)	ʕal-ʕaṣaa الْعَصَا 'the stick'
Gen. (?al-ʕa <u>ṣawi</u>)	
Acc. (?al-ʕa <u>ṣawa</u>)	
Nom. (ʕa <u>ṣawun</u>)	ʕaṣan عَصَا 'the stick'
Gen. (ʕa <u>ṣawin</u>)	
Acc. (ʕa <u>ṣawan</u>)	

Indeclinables with final radical Y are always spelled with final ى alif maqṣuura), as in الْقُرَى 'the villages' (but, as is always the case with this

letter, it becomes ا (?alif) if a suffix is added: قرانا 'our villages').

Indeclinables with final radical W are spelled with final ا (?alif) only in words whose stems contain no consonant other than a radical, for example,

الْعَصَا 'the stick'. In stems containing a non-radical consonant, such as مَقْهَى 'coffeehouse' (root Q H W), the final radical W is treated as though it were Y, and such words are therefore spelled with final ي .

Some indeclinables are singular nouns or adjectives, some are plurals; a singular indeclinable may have a plural which is not an indeclinable, or vice versa.

Singular indeclinables have regular dual forms in which the radical Y or W appears as a regular consonant. In other words, when the dual endings -aani and -ayni are added to a singular stem ending in w or y, no unpermitted sequences result, and no changes need be made. Thus the singular عَصَا 'stick' (root ع S W, pattern FaMaL) has the stem ʿaṣaw-; this stem plus the dual endings gives

Nom.:	عَصَوَانِ	'two sticks'
Gen./Acc.:	عَصَوَيْنِ	

The singular مَقْهَى 'coffeehouse' has the root Q H W, but here, as explained above, the final radical W is treated as though it were Y, and the stem is thus maqhay-. The dual forms are:

Nom.:	مَقْهَيَانِ	'two coffeehouses'
Gen./Acc.:	مَقْهَيَيْنِ	

Now do Drills 6, 7 (on tape), 8.

Drill 6. Expansion.

a. 'an Iraqi student'

'Is this an Iraqi student?'

'Did you see an Iraqi student?'

'Are you looking for an Iraqi student?'

٥ - طالبان سودانيان •

٦ - مقهى عربي •

٧ - موظفات جديدات •

أ : طالب عراقي

ط ١ : هل هذا طالب عراقي ؟

ط ٢ : هل شاهدت طالبا عراقيا ؟

ط ٣ : هل تبحث عن طالب عراقي ؟

١ - مراسل سوري •

٢ - قري لبنانية •

٣ - أدباء مصريون •

٤ - استاذات امريكيات •

b. 'the Iraqi student'

'Is this the Iraqi student?'

'Did you see the Iraqi student?'

'Are you looking for the Iraqi student?'

٥ - الطالبان الجديدان •

٦ - المقهى العربي •

٧ - الموظفات التونسيات •

أ : الطالب العراقي

ط ١ : هل هذا هو الطالب العراقي ؟

ط ٢ : هل شاهدت الطالب العراقي ؟

ط ٣ : هل تبحث عن الطالب العراقي ؟

١ - المراسل الخاص •

٢ - القري اللبنانية •

٣ - الادباء السوريون •

٤ - الاستاذان الاجنبيان •

Drill 7. (On tape) Transformation: Pronominal suffixes.

Drill 8. (Also on tape) Question/answer: Dual.

أ : كم طالبا اردنيا في صفك ؟
'How many Jordanian students are there in your class?'

'There are two Jordanian students
in my class.'

ط : في صفّي طالبان أردنيان .

- ١ - كم مقهى عربيّا في هذه المدينة ؟ ٥ - في كم قرية تونسيّة سكنت ؟
٢ - كم مقهى عربيّا تعرف ؟ ٦ - كم قرية لبيّة زرتم ؟
٣ - الى كم مقهى عربيّ ذهبوا ؟ ٧ - كم مقهى في شارع الجمهوريّة ؟
٤ - كم قرية من قرى لبنان ٨ - كم جملة جديدة في هذا
أعجبك ؟
الدرس ؟

3. Invariable nouns and adjectives

In addition to indeclinables, described in 2 above, another inflectional type is illustrated in this lesson: invariable nouns and adjectives. These words have no distinction of case, and do not take nunation; they are completely invariable. All such words end in -aa, some spelled with ا and others with ي . Example:

الهدايا	'the gifts'
هدايا	'gifts'

Invariables include some words borrowed from foreign languages, and a great many place-names. These are usually spelled with final ا . Examples:

سينما	'cinema, movies'
أمريكا	'America'
فرنسا	'France'
بريطانيا	'Britain'

Native Arabic invariables result from patterns ending in -aa, such as FuMLaa,

where the final -aa, spelled ى, is quite separate from the final radical.

This suffix ى is a marker of feminine gender; examples which have occurred thus far are:

<u>Pattern FuMLaa:</u>	
كُبْرَى	(f. elative) 'biggest'
عُلْيَا	(f. elative) 'highest'
<u>Pattern FaMaaLaa</u> (a broken plural pattern):	
صَحَارَى	'deserts'
هَدَايَا	'gifts'

These forms are spelled with final ى unless the preceding letter (the final radical) is ي, in which case they are spelled with final ا (second example of each pattern above).

Drill 9. (On tape) Question/answer: Invariables.

4. Causative بِ with verbs of motion.

The preposition بِ has various meanings:

(a) 'in, at, on' (place and time):

الْجَامِعَةُ الْأَمْرِيكِيَّةُ	'The American University in Cairo'
بِالْقَاهِرَةِ	
بِاللَّيْلِ	'at night', 'by night'

(b) 'by means of, by, with' (instrument):

سَافَرَ بِالسَّيَّارَةِ.	'He travelled by car.'
كَتَبَهَا بِقَلَمِي.	'He wrote them with my pencil.'

It also occurs in many verb-preposition idioms such as *عُرِفَ بِـ*, *سَمِعَ بِـ*, *تَأَثَّرَ بِـ*, *تَقَدَّمَ بِـ*, *أَخْبَرَ بِـ*, *طَالَبَ بِـ*, *فَكَّرَ بِـ*, *رَجَعَ بِـ*.

The preposition *بـ* can also combine with a group of verbs--generally with the meaning of going, coming, arriving, arising, etc.--to form verb-preposition idioms. These idioms have causative meaning--to cause someone to come or go somewhere, i.e. to bring or to take someone somewhere. In the story of Al-Jāhiz (Lesson 29) is the sentence

'She took him to the goldsmith.' *زَهَبَتْ بِهِ إِلَى الصَّائِغِ.*

The verb *زَهَبَ* alone means "to go"; as a verb-preposition idiom with *بـ*, however, it has the causative meaning "to take" and is, of course, transitive.

The following examples are with verbs from this and previous lessons.

Verb of arriving	Verb of bringing
<i>سَارَ</i> 'to walk, march, go'	<i>سَارَ بِـ</i> 'to march, walk' (someone) <i>conduire, marcher, passer</i>
<i>عَادَ</i> 'to return, go/come back'	<i>عَادَ بِـ</i> 'to take, bring (s.o. or s.th.) back' <i>proportionner, ramener, rapporter</i>
<i>زَهَبَ</i> 'to go'	<i>زَهَبَ بِـ</i> 'to take' (s.o. or s.th.) <i>lever</i>
<i>جَاءَ</i> 'to come'	<i>جَاءَ بِـ</i> 'to bring'
<i>رَجَعَ</i> 'to return'	<i>رَجَعَ بِـ</i> 'to take, bring back'
<i>تَقَدَّمَ</i> 'to advance, come forward'	<i>تَقَدَّمَ بِـ</i> 'to come forward with, to present (s.th.)'

Since these verb-preposition idioms are transitive, they can also be made passive: the verb is always in the third masculine singular, while the under-goer of the action is the object of the preposition, as in

Active:

'They brought her.' جاءوا بِهَا .

Passive:

'She was brought.' جِيءَ بِهَا .

This passive verb is impersonal, in that it is invariably in the third masculine singular.

Drill 10. Transformation: Active → passive.

'Her father took her to school.' ← نَهَبَ بِهَا والدها الى المدرسة .

'She was taken to school.' نُهَبَ بِهَا الى المدرسة .

- ١ - جاء به صديقي الى البيت .
- ٢ - ساروا به في شوارع القرية .
- ٣ - ذهبنا به الى المصنع في الصباح .
- ٤ - احتفل أهله برجوعه .
- ٥ - حافظنا عليه كل المحافظة .
- ٦ - هذا رجل يعتمد الناس عليه .
- ٧ - سوف تجيء السكرتيرة به الى المكتب .
- ٨ - سوف يسيرون به في طرق القرية .
- ٩ - سوف اذهب به الى مكتب المدير .

5. Collective nouns and unit nouns

We have had two Arabic words for "night", لَيْلٌ 'night, nighttime' and

لَيْلَة 'night, a night'. There is an important difference in the meaning of the two Arabic words. The shorter one, لَيْل , refers to night as a concept, night as opposed to day, for example. The one ending in لَيْلَة , on the other hand, refers to one unit of nighttime, that is, one night, or perhaps to a specific night, as in اللَّيْلَة 'tonight'. There are many such pairs in Arabic. Those like لَيْل are called collective nouns and are grammatically masculine singular. Those like لَيْلَة are called unit nouns; they are derived from the corresponding collective by the addition of لَيْلَة , and are thus feminine singular.

Unit nouns are regularly made plural by the feminine sound plural suffix لَيَالٍ , e.g. لَيْلَات 'nights', or occasionally by a broken plural, e.g. لَيَالٍ 'nights'.

We have had one other unit noun, وَرَقَة 'a piece (or sheet) of paper'. The corresponding collective noun is وَرَق 'paper', paper in general as opposed to other materials. A collective noun denoting a material or substance refers to that material or substance in the mass¹, or to all instances of that material in the abstract²; thus one says بَيْتٌ مِنْ وَرَقٍ 'a house of paper' (not, for example, of brick). The unit noun denotes one piece of that mass; it is the unit noun that is usually used with numerals, e.g. خَمْسُ وَرَقَاتٍ 'five sheets of paper'. Some collectives may also take a broken plural as well as a unit noun, e.g. أَوْرَاقٌ 'papers, kinds of paper'.

Finally, some collectives do not have a corresponding unit noun, although it itself may be made plural. Thus, زَيْتٌ 'oil' has no unit noun, but does have a plural زَيْتٌ 'oils'. With such collectives units may be expressed by

1- En conjunto
2- En abstracto

phrases meaning 'a head of', 'a piece of', 'a drop of', etc., e.g. **نُقْطَةُ زَيْتٍ** 'a drop of oil', or **فِنْجَانُ زَيْتٍ** 'a cup of oil.'

* 6. Verbal nouns: Summary

* a. Form I Verbal nouns.

In Lesson 16 verbal nouns of Form I were introduced, and on pages 314-5 all patterns occurring up to that point were listed. Following are some of the Form I verbal noun patterns that have appeared since or (with examples in parentheses) will be occurring in subsequent lessons in this book.

Verbal Noun Pattern:

Examples:

1. FaMiil

رَحَلَ — ، رَحِيلٌ

'to move away'

Comment:

This pattern is often used for verbs of moving, as above, or for verbs of animal or other sounds of nature, e.g. (**نَهَقَ — ، نَهِيْقٌ** 'to bray (donkey)').

m. FaMiL

ضَحَكَ — ، ضَحِكٌ

'to laugh'

n. FayLuuLa (t)

دَامَ — ، دَوَامٌ ، دَيْمُومَةٌ

'to last, go on'

سَارَ — ، سَيْرٌ ، سَيْرُورَةٌ

'to move (on),
march, go'

صَارَ — ، صَيْرٌ ، صَيْرُورَةٌ ، مُصِيرٌ

'to become')

Comment:

This pattern is limited to Hollow Verbs of Form I, for the most part are intransitive, and generally have the meaning of "becoming, moving, being", etc. It often occurs along with another, more common verbal noun, as in the examples above.

o. FuMaaL نَهَقَ ، نُهَاقَ 'to bray (donkey)'

Comment:

Often used for natural sounds.

p. FiMlaan عَرَفَ ، مَعْرِفَةٌ ، عِرْفَانٌ 'to know'
فَقَدَ ، فَقْدٌ ، فِقْدَانٌ 'to lose, miss s.th.)'

* b. The masdar mīmī. The following verbal noun with a prefixed ma- has also occurred:

q. maFMiLa(t) عَرَفَ ، مَعْرِفَةٌ 'to know'

This verbal noun introduces a large number of verbal nouns which are formed with a prefixed ma-; it is accordingly referred to in Arabic as a مَصْدَرٌ

ميمي masdar mīmī, a verbal noun (masdar) beginning with mīm (the letter م). With hollow verbs pattern q has the following shape:

r. maFiila(t) شَاءَ ، مَشِئَةٌ 'to wish, will'

سَارَ ، سَيْرٌ ، مَسِيرَةٌ 'to move (on), march, go'

s. maFMiL وَلَدَ ، يَلِدُ ، وَلَادَةٌ ، مَوْلِدٌ 'to give birth to, bear'

With hollow verbs pattern s has the following shape:

t. maFiil جَاءَ ، مَجِئٌ 'to come'

سَارَ ، سَيْرٌ ، مَسِيرٌ 'to move (on), march, go'

عَاشَ ، عَيْشَةٌ ، مَعِيشَةٌ ، مَصِيشٌ ، عَيْشٌ 'to live')

صَارَ ، مَصِيرٌ 'to become')

Pattern u is also for hollow verbs:

u. maFaaL قَالَ ، قَوْلٌ ، مَقَالٌ 'to say'

Pattern v, with omission of the first radical W, is for assimilated

verbs (see L.33.C.1)

v. MiLa(t)	وَصَفَ ، يَصِفُ ، وَصَفَ ، صِفَةٌ (	'to describe')
	وَشَقَّ ، يَشِقُّ ، شِقَّةٌ ، وَشَوْقٌ - (	'to place one's confidence in')
	وَهَبَ ، يَهَبُ ، وَهَبَ ، هِبَةٌ (	'to give')

* These verbal noun patterns are not exhaustive, but they are representative of most Form I patterns and should afford you a good idea of what you can expect to encounter. Remember the following points: (1) Many verbs have more than one verbal noun, as illustrated in the examples above. Verbal nouns are given in most Arabic dictionaries, although patterns like n above tend to be rare if they are alternate to other verbal nouns, and so are sometimes not listed as verbal nouns in some dictionaries. (2) Some patterns are used exclusively with certain types of root, viz. n, r, t, u and y. (3) Some patterns are associated with certain meanings, such as l and o above and

g. FaMaaLa(t): abstraction	سَلَامَةٌ	'safety' <i>integridad, seguridad, salve, bienestar</i>
i. FiMaaLa(t): office or occupation	دِرَاسَةٌ	'studying'
	وِزَارَةٌ	'ministry' (office of <i>وزير</i>)
	إِمَارَةٌ	'emirate' <i>poder, autoridad, emirato, pvi nu</i>
k. FuMuuL: intransitive verb of motion; passive meaning	وُصُولٌ	'arrival'
	سُرُورٌ	'being pleased' <i>satisfecho</i> ='pleasure' <i>conplecido</i>

(4) Some verbs taking more than one verbal noun have verbal nouns showing differences in meaning; illustrations:

All verbal nouns with the same meaning:

سَارَ — سَيْرٌ ، سَيْرَةٌ ، مَسِيرٌ ، مَسِيرَةٌ 'to move (on), go'

Verbal nouns with different meanings:

رَأَى ، رُؤْيَةٌ 'to see' (وَصَلَ ، وَصُولٌ 'to arrive')
 رَأَى ، رَأْيٌ أَنْ (وَصَلَ ، وَصْلٌ ، صَلَءٌ 'to connect, join') 'to be of the opinion that'

* c. Verbal nouns of a single occurrence.

Verbal nouns refer to the notion of the action or state expressed by the verb. Thus شَرِبَ 'drinking' is the act of drinking in the abstract, without reference to agent, completion, frequency of action, etc. It is possible to specify a single occurrence of an act by suffixing the feminine suffix ة -a(t) to the verbal noun; if the verb is of Form I the suffix is usually added to the pattern FaML; Examples:

Verbal Noun	Noun of One Occurrence
أَكَلَ 'eating'	أَكْلَةٌ 'a bite'
ضَحِكَ 'laughing'	ضَحْكَةٌ 'a laugh'
شَرِبَ 'drinking'	شَرْبَةٌ 'a drink, sip, swallow'
فَكَرَ 'thinking'	فِكْرَةٌ 'thought, idea, concept'
إِكْرَامٌ 'honoring'	إِكْرَامَةٌ 'an act of honoring'

agapajo, agasida hospitalaria

This noun of single occurrence can be made dual or plural in the regular way:

شَرِبَ شَرْبَتَيْنِ .	'He took two sips.'
ضَحَكَتْ ضَحَكَاتٍ .	'She laughed several times.' ('She laughed several laughs.')

Verbal nouns, thus, are analogous to collective nouns (C.5 above) in that they refer to actions in the abstract, while a noun of unity in أَكْلَةٌ may be formed from them to denote a single instance of that kind of action; this noun may then also be made dual or plural if the number of acts is to be specified.

The noun of single occurrence specifies a particular act; it sometimes goes beyond that to develop a specialized kind of meaning. Thus, أَكْلَةٌ means not only 'a bite' but also 'a meal', or even 'a tasty treat'. شَرْبَةٌ may mean not only 'a drink, sip, swallow' but also 'a dose (of medicine); a laxative'. As is usual with such "rules" as this, this statement is made to help the student recognize and classify forms and meanings as he encounters them, and not necessarily to create new forms at will.

* d. Verbal nouns of Form II.

In L.17,C.5 (p. 331) the Form II verbal noun pattern taFMiL is described. There is also a secondary pattern taFMiLa(t) that occurs with a few verbs, with no difference in meaning. (As we shall see in L.37.C.1 the pattern taFMiya(t) is the regular pattern for "defective" verbs.) Example:

قَدَّمَ ، تَقْدِيمٌ ، تَقْدِمْ 'to present, offer'

Words of the pattern taFMiLa(t) used as nouns may take a broken plural or a feminine sound plural:

تَقْدِمْ - ات ، تَقَارِمْ 'present, gift'

Finally, there is a special Form II verbal noun pattern taFMaL which has intensive meaning: to do something again and again. An example is تَكَرَّرٌ '(constant) repetition' from كَرَّرَ 'to repeat', which does not occur in this book. Sometimes this verbal noun pattern is used with Form I verbs, e.g. تَشَارَ

'(constant) moving' for سَارَ 'to move (on)'.

* D. Comprehension passage

د - نَصُوصٌ لِلْفَهْمِ

Read the following passage and then do Drill 11.

جُحَا والنَّاسُ

كنت يوماً في مقهى مع صديق سعودي فقال لي :

هل تعرف قصة جُحَا مع الناس ؟

قلت : لا . ما قصته ؟

قال : في أحد الأيام تحدث جحا إلى الناس فقال :

هل تعرفون ماذا سأقول لكم ؟

قالوا : لا . نحن لا نعرف .

ignorance قال جحا : جَهْلُكُمْ إِذَنْ هو خير لكم . ثم انصرف .

then, in that case

وبعد أيام عاد جحا إلى الناس وقال :

هل تعرفون ماذا سأقول لكم ؟

أَجَابُوا : نعم . نحن نعرف .

they answered

فقال جحا : معرفتكم إذن هي خير لكم . ثم انصرف .

وبعد أيام عاد إليهم وقال :

هل تعرفون ماذا سأقول لكم ؟

قال نصفهم : نعم . نحن نعرف . وقال نصفهم الآخر : لا . نحن لا نعرف .

those who do then فضحك جحا وقال : إِذَنْ العارفون منكم يُخْبِرُونَ الْجَاهِلِينَ . ثم انصرف .
not know

Drill 11. Question/answer.

1. In the foregoing anecdote, how many times did Juḥā address the people?
2. Did Juḥā have something to tell the people? Explain.
3. Why did the people say "Yes, we know" when they previously had said

"No, we don't"?

4. What answer did Juhā get when he asked his question for the third time?
Why do you think he got this type of answer?
5. What situation would cause a person to relate the anecdote?
6. Do you think Juhā is a real character or a symbolic figure? Why do you think so?

E. General drills

هـ - التمارين العامة

Drill 12. Written أَنَّ / أَنَّ -clauses.

To the main sentence, add the items in parentheses using أَنَّ / أَنَّ or

إِنَّ and then translate the sentence into English.

- ١ ✓ - لم اكن اعلم (الاجتماع السياسي دام ثلاث ساعات) .
- ٢ ✓ - قيل لي (بينكم ادباء عرب) .
- ٣ ✓ - يجب (يحضرون) كتبهم معهم .
- ٤ ✓ - يرغب ابني في (يسافر) الى باريس لدراسة الادب الفرنسي .
- ٥ ✓ - سوف تمنعك الحكومة من (تنشر) هذا الكتاب .
- ٦ ✓ - ساعدته على (يدرس) القواعد الصعبة .
- ٧ ✓ - اعلم (يفضلون) العمل هنا على العمل في السودان .
- ٨ ✓ - اظهر الكاتب في مقاله (تقدمت الصناعة) في مصر تقدماً عظيماً .
- ٩ ✓ - احبّ (يحترم ابني) اساتذته .

Drill 13. Written. Transformation: Active → passive.

- ١ ✓ - سوف يسألكم الاستاذ عن رأيكم في هذه المشكلة الدولية .
- ٢ ✓ - يقول المصريون ان نجيب محفوظ من اعظم كتاب القصة المعاصرين .
- ٣ ✓ - سوف يذكر الكاتب اعمال الحزب في الكتاب .

- ٤ - سيعيّن الوزير رئيساً جديداً للجامعة هذا الأسبوع .
- ٥ - في جميع بلاد العالم تقاوم الشعوب الحكم الاجنبي .
- ٦ - سوف تنشأ الحكومة عدداً من المصانع الجديدة هذا العام .
- ٧ - ينتخب الشعب الرئيس الأمريكي كل اربع سنوات .
- ٨ - في الشرق الاوسط يستقبل الناس الزائر بالترحيب والاكرام .

Drill 14. Written. Expansion: Relative clauses,

Rewrite the following sentences using the expressions in parentheses to modify the underlined words.

'I met a man in the director's office. (from Syria) ' قابلت رجلاً في مكتب المدير . (من سوريا) ←

'I met a man from Syria in the director's office.' قابلت رجلاً من سوريا في مكتب المدير .

- ١ - بعض المهندسين عرب وبعضهم آجانب . (تستخدمهم شركة أرامكو)
- ٢ - يتحدث الكتاب عن وضع المرأة العربية . (ترجمته)
- ٣ - مي زيادة أديبة عربية معروفة . (أحبها جبران خليل جبران)
- ٤ - نازك الملائكة من الاديبات المعروفات . (تأثرت بهن النهضة الادبية في العالم العربي)
- ٥ - قاسم أمين من أهم المفكرين العرب . (طالبوا بأن تمنح المرأة حقوقها الاجتماعية)
- ٦ - قابلت استاذاً فرنسياً امس . (يدرس في جامعة القاهرة)
- ٧ - قرأت كتاباً عن الكاتبين طه حسين وعباس العقاد . (خدما الادب العربي خدمة عظيمة)
- ٨ - ذكر الكاتب في مقالته أديبتين هامتين لهما مكانة عالية . (هما مي زيادة ونازك الملائكة)

- ٩ - لا اعرف الرجل . (في مكتب المدير)
- ١٠ - نشرت جريدة النيويورك تايمز مقالة عن النساء العربيات (يطالهن بحرية التصرف)
- ١١ - الاستاذتان العربيتان من لبنان . (في جامعة جورجيتاون)

Drill 15. Vocabulary.

Fill in the blanks using the words provided.

- غالب ، صغير ، مستعدة ، منتشرة ، يعود ، ارسل ، انتقلت ، حافظت على ، عاصرت ، زمن .
- ١ - _____ صديقا من امريكا منذ _____ طويل .
- ٢ - _____ عاثلتي الى بغداد منذ سنة .
- ٣ - هذه المجلة _____ في كل العالم العربي .
- ٤ - اذهب الى المكتبة بعد الصف في _____ الاحيان ثم ارجع الى البيت .

أ - الْجُمْلُ التَّمَهِيدِيَّةُ

الزيت العربي

١ - مَوَارِدُ الزَّيْتِ كَثِيرَةٌ فِي بَعْضِ
الْبُلْدَانِ الْعَرَبِيَّةِ ، لَكِنَّهَا قَلِيلَةٌ
فِي الْبَعْضِ الْآخَرِ .

مَوْرِدٌ - مَوَارِدُ
زَيْتٌ - زُيُوتٌ
بَلَدٌ - بُلْدَانٌ ، بِلَادٌ

٢ - مِنْ الدُّوَلِ الْغَنِيَّةِ بِالزَّيْتِ : الْكُوَيْتُ
وَالسُّعُودِيَّةُ وَالْعِرَاقُ وَلِيْبِيَا وَمِنْ
الدُّوَلِ الْعَرَبِيَّةِ الْفَقِيرَةِ فِي
مَوَارِدِ الزَّيْتِ : سُورِيَا وَلُبْنَانُ
وَالْأُرْدُنُ وَتُونِسُ .

عَنِيٌّ - أَغْنِيَاءُ (ب)
فَقِيرٌ - فُقَرَاءُ (فِي)

٣ - اسْتَفَادَتِ تِلْكَ الدُّوَلُ الْغَنِيَّةُ بِالزَّيْتِ
اسْتِفَادَةً كَبِيرَةً مِنْ اِنْتَاكِ الزَّيْتِ
فَنَتِيْجَةُ لَانْتَاكِهِ تَقْدَمُ الْاِقْتِصَادُ
فِي تِلْكَ الدُّوَلِ تَقْدَمًا عَظِيمًا .

اسْتِفَادَ ، اسْتِفَادَةً (مِنْ)
نَتِيْجَةُ - نَتَائِجُ
نَتِيْجَةُ لَرِ

٤ - كَانَ لَانْتَاكِ الزَّيْتِ تَأْثِيرٌ كَبِيرٌ
عَلَى الْاِقْتِصَادِ الْعَرَبِيِّ .

A. Preparatory sentences

Arab Oil

Oil resources are plentiful
in some Arab countries, but
they are few in others.

resource provisión, yacimiento, recurso
(coll.) oil, petroleum aceite, óleo, petróleo,
(m. and f.) country energía

Among the countries rich in
oil are Kuwait, Saudi Arabia,
Iraq and Libya; included
among the Arab states that
are poor in resources are
Syria, Lebanon, Jordan and
Tunisia.

rich, wealthy (in)
poor (in)

Those countries rich in oil
have benefited greatly from
the production of oil, and as
a result of it the economies
of those countries have ad-
vanced greatly.

X to benefit (from); to
utilize, use
result, consequence
as a result of

Oil production has had great
influence on Arab economies.

٥ - فقد حَسَّنَ الوضع الاقتصادي
الى حد بعيد وبسبب الزيت
أصبحت في العالم العربي اليوم
دول غنية .

حَسَّنَ ، تَحَسَّنَ
سَبَبٌ - أَشْبَابٌ
بِسَبَبِ

It has improved economic con-
ditions to a great extent, and
because of oil there have come
to be rich countries in the
Arab world today.

II to improve (s.th.)

cause, reason

because of, by reason of

٦ - كان إنتاج الزيت في مصر قليلا
لكنه ازداد في السنوات الاخيرة
وسبب ذلك تقدما عظيما في
الوضع الاقتصادي .

ازداد ، ازدياد
سَبَبٌ ، تَسَبُّبٌ

Oil production in Egypt used
to be small but it has increased
in recent years, and that has
brought about great advances in
the economic situation.

*augment (intr.) ; increase
have also más y más
VIII to increase, grow
larger, multiply*

II to cause, bring about,
produce

٧ - يحتاج إنتاج الزيت الى خبرة
كبيرة .

إِحتَاجٌ ، إِحتِياجٌ الى ، لـ
[خبرة]

The production of oil requires
great expertise.

VIII to need, require

[experience; expertise]
experiencia ; pericia, habilidad

٨ - أقامت شركات الزيت عددا كبيرا
من المصانع في العالم العربي
ولم تكن إقامة هذه المصانع
أمرا سهلا .

أَقَامَ ، إِقامةٌ

The oil companies have built
a great number of factories in
the Arab world, and the build-
ing of these factories was not
an easy matter.

IV to reside, dwell, stay; to
construct, build, set up

٩ - تمتاز شركة أرامكو بأنها اكبر
شركة للزيت في الشرق الاوسط .

إِمْتِازٌ ، إِمْتِيازٌ بـ

Aramco is distinguished by the
fact that it is the largest oil
company in the Middle East.

VIII to be distinguished,
characterized by

١٠ - تَشْتَرِكُ الحكومة السعودية
الآن في إدارتها مع الشركات
الأمريكية .

The Saudi government now
participates with the American
companies in managing it.

إِشْتَرَكَ ، إِشْتِرَاكَ فِي
أَدَارَ ، إِدَارَةَ

VIII to participate, *participar, asociarse a*
cooperate in *tomar parte en*

IV to direct, manage,
administer
dirigir, manejar, administrar, supervisar

١١ - في السنوات الأخيرة اسْتَطَاعَ
المهندسون العرب ان يشاركوا
الاجانب في الاشراف على انتاج
الزيت .

In recent years, Arab engineers
have been able to participate
with the foreigners in super-
vising oil production.

إِسْتَطَاعَ ، إِسْتَطَاعَةً

X (with acc. object or foll.
by (أَنْ) to be able to, can

١٢ - في مقابلة صحفية قال وزير
سعودي: نُرِيدُ أَنْ تكون شركة
ارامكو عربية .

In a press interview a Saudi
minister said, "We want Aramco
to be Arab."

أَرَادَ ، إِرَادَةً
تَغَيَّرَ
إِسْتَعْدَمَ

causar, causar, no de la causa, alterarse
emplear, tomar a su servicio
requerir los servicios de
utilizar, usar
servirse de

IV to want, wish, desire

ب - النص الاساسي

الزيت العربي

تمتاز بلدان عربية كثيرة بأثنا غنية بموارد الزيت ، ومن تلك
البلدان المَمْلَكَةُ العربية السعودية والكويت وليبيا والعراق ودولة
الإمارات العربية المتحدة والجزائر . وتُشتهر المَمْلَكَةُ العربية
السعودية من أغنى دول العالم بالزيت ومن أكثرها انتاجا له .
ليس انتاج الزيت سهلا ، فهو يحتاج الى جهود عظيمة . وقد أقامت
الشركات الاجنبية المصانع الحديثة في البلاد العربية لانتاجه ؛ وتدير
الدول العربية اليوم عددا غير قليل من هذه المصانع ، ولكن بعض
الدول العربية تريد السيطرة على جميع المصانع التي فيها .

kingdom

United
Arab
Emirates

تقدّم الاقتصاد في الدول العربية بسبب الزيت ، بل إنّ الجَزيرة

العربية تعتمد على الزيت كل الاعتماد لانها فقيرة في الموارد الاقتصادية الاخرى ، ولانّها صحراوية ومياهها قليلة . ولعلنا نستطيع أن نقول إنّ

gift

الجَزيرة العربية " هبة الزيت " كما قال هيرودتس ان مصر " هبة النيل " .

كان للزيت تأثير عظيم على الحياة الاجتماعية في العالم العربي :

فقد استخدمت شركات الزيت عددا كبيرا من الموظفين وسبب ذلك تغييرا

في الحياة العربية ببعض المناطق ؛ كذلك استفادت الحياة الاجتماعية

income,
revenue

من ازدياد الدخل .

ونتيجة لانتاج الزيت استطاعت الدول العربية أن تؤثر فـي

السياسة العالمية الى حدّ بعيد ، ولعلّ لذلك علاقةً بالمؤتمرات السياسية

الكثيرة التي اشتركت فيها الدول العربية أخيراً .

وقد قدّمت الدول العربية المنتجة للزيت مساعدات اقتصادية كبيرة

للدول العربية الفقيرة ، بل إنّ بعض الدول العربية الغنية بالزيت

قدّمت مساعدات اقتصادية لدول إسلامية غير عربية ولدول غير إسلامية خارج

العالم العربي . وكان هذا سببا هاما في تحسين العلاقات بين هذه الدول

والعالم العربي .

Questions

أسئلة

- ١ - اذكر بعض البلدان العربية الغنية بالزيت .
- ٢ - لماذا يسمح للشركات الاجنبية بانتاج الزيت في البلدان العربية ؟
كيف تعرف أنّ بعض الدول العربية غير سعيدة بذلك ؟
- ٣ - هل تأثير الزيت على الاقتصاد العربي أعظم من تأثيره على الاقتصاد
الامريكي ؟ لماذا ؟
- ٤ - ماهي الدول التي تساعد البلدان العربية الغنية بالزيت ؟
- ٥ - أثر الزيت على ثلاثة أوضاع في الشرق الاوسط . ما هي تلك الاوضاع ؟

B. Basic text

Arab Oil

Many Arab countries are distinguished by the fact that they are rich in oil resources. Among these countries are the Saudi Arabian Kingdom, Kuwait, Libya, Iraq, the United Arab Emirates, and Algeria. The Saudi Arabian Kingdom is considered to be one of the richest countries in the world in oil and one of the biggest producers of oil.

It is not easy to produce oil, for it requires great efforts. Foreign companies have set up modern factories in the Arab countries to produce oil; the Arab states today manage not a small number of these factories, but some Arab states wish to control all the factories found there.

The economies of the Arab states have advanced because of oil. Indeed, the Arabian Peninsula is completely dependent on oil because it is poor in other economic resources, and because it is desert with little water. We can perhaps say that the Arabian Peninsula is "the Gift of Oil," just as Herodotus said that Egypt was "The Gift of the Nile."

Oil has had ^{enormous} great influence on the social life of the Arab World: the oil companies have used a great number of employees, and that has affected a change in the life of the Arabs in some areas. The increase in income has also benefited (their) social life.

As a result of (their) oil production the Arab states have been able to influence world politics to a great extent, and perhaps that is related to the many political conferences that the Arab states have participated in recently.

The oil-producing Arab countries have offered considerable economic assistance to the poor Arab countries; indeed, some oil-rich Arab countries have presented economic aid to non-Arab Islamic nations and to non-Islamic countries outside the Arab world. This is an important reason for the improvement in relations between these countries and the Arab world.

C. Grammar and drills

ج - القواعد والتمارين

1. Hollow verbs: Derived Forms
2. Hollow roots: Phonological rules
3. Accusative of specification: Tamyīz
4. The clause introducer إِنَّ 'verily'

1. Hollow verbs: Derived Forms

In five of the derived Forms (II, III, V, VI and IX), verbs with middle radical W or Y are conjugated like strong verbs. For example, عَيَّنَ 'to appoint' (II) is exactly like دَرَّسَ 'to instruct' (II), and تَنَاوَلَ 'to take up' (VI) is conjugated exactly like تَرَاوَلَ 'to correspond with each other' (VI). This discussion, then, deals only with Forms IV, VII, VIII and X.

Derived hollow verbs follow the same rules as Form I hollow verbs; the big difference is that there is only one conjugation type for each Form. As a matter of fact, all hollow derived verbs have, in the perfect tense, long stems in aa and short stems in a. In the imperfect tense, Forms VII and VIII also have long stems in aa and short stems in a, while the long and short imperfect stems for IV and X are ii and i.

Each Form will now be taken up in turn.

a. Form IV

The Form IV hollow stems are:

	Long Stem	Short Stem
Perfect Tense	?aFaal-	?aFaL-
Imperfect Tense	-Fiil-	-FiL-

The conjugation of the two tenses will be illustrated with أَدَارَ 'to direct, manage, run' (s.th.)

أَدَارَ - يُدِيرُ 'to direct'

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	أَدَارَ	يُدِيرُ	يُدِيرَ	يُدِيرْ	أَدِيرْ أَدِيرِي
FS	أَدَارَتْ	تُدِيرُ	تُدِيرَ	تُدِيرْ	
2 MS	أَدَرْتَ	تُدِيرُ	تُدِيرَ	تُدِيرْ	
FS	أَدَرْتِ	تُدِيرِينَ	تُدِيرِي	تُدِيرِي	
1 S	أَدَرْتُ	أُدِيرُ	أُدِيرَ	أُدِيرْ	أَدِيرَا
3 MD	أَدَارَا	يُدِيرَانِ	يُدِيرَا	يُدِيرَا	
FD	أَدَارَتَا	تُدِيرَانِ	تُدِيرَا	تُدِيرَا	
2 D	أَدَرْتُمَا	تُدِيرَانِ	تُدِيرَا	تُدِيرَا	
3 MP	أَدَارُوا	يُدِيرُونَ	يُدِيرُوا	يُدِيرُوا	أَدِيرُوا أَدِيرْنَ
FP	أَدَرْنَ	يُدِيرْنَ	يُدِيرْنَ	يُدِيرْنَ	
2 MP	أَدَرْتُمْ	تُدِيرُونَ	تُدِيرُوا	تُدِيرُوا	
FP	أَدَرْتُنَّ	تُدِيرْنَ	تُدِيرْنَ	تُدِيرْنَ	
1 P	أَدَرْنَا	نُدِيرُ	نُدِيرَ	نُدِيرْ	

The passive voice stems are:

	Long Stem	Short Stem
Perfect	?uFiil-	?uFiL-
Imperfect	-FaaL-	-FaL-

Examples are

أُدِيرُوا 'they (m.p.) were directed'	أُدِرْنَ 'they (f.p.) were directed'
يُدَارُونَ 'they (m.p.) are directed'	يُدَرْنَ 'they (f.p.) are directed'

	Pattern	Illustration
Active Participle	muFiil-	مُدِيرٌ 'directing'
Passive Participle	muFaaL-	مُدَارٌ 'directed'
Verbal Noun	?iFaaLa(t)	إِدَارَةٌ 'direction, management'

Note the ^{هـ} on the verbal noun.

The Form IV hollow verbs that have occurred so far are:

أَقَامَ ، إِقَامَةٌ 'to erect, construct'
أَرَادَ ، إِرَادَةٌ 'to desire, wish'

b. Form VII

	Long Stem	Short Stem
Perfect Tense	-nFaaL-	-nFaL-
Imperfect Tense	-nFaaL-	-nFaL-

inclinarse a, tomar partido por, alinearse con, unirse a, sumarse a, afiliarse, incorporarse a.

يُنْحَازُ - يُنْحَازُ إِلَى 'to side with, join, be partial to'

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	اِنْحَازَ	يُنْحَازُ	يُنْحَازَ	يُنْحَزْ	اِنْحَازْ
FS	اِنْحَازَتْ	تُنْحَازُ	تُنْحَازَ	تُنْحَزْ	
2 MS	اِنْحَازْتَ	تُنْحَازُ	تُنْحَازَ	تُنْحَزْ	
FS	اِنْحَازْتِ	تُنْحَازِينَ	تُنْحَازِي	تُنْحَازِي	اِنْحَازِي
1 S	اِنْحَازْتُ	أُنْحَازُ	أُنْحَازَ	أُنْحَزْ	
3 MD	اِنْحَازَا	يُنْحَازَانِ	يُنْحَازَا	يُنْحَازَا	اِنْحَازَا
FD	اِنْحَازَتَا	تُنْحَازَانِ	تُنْحَازَا	تُنْحَازَا	
2 D	اِنْحَازْتُمَا	تُنْحَازَانِ	تُنْحَازَا	تُنْحَازَا	
3 MP	اِنْحَازُوا	يُنْحَازُونَ	يُنْحَازُوا	يُنْحَازُوا	اِنْحَازُوا
FP	اِنْحَازْنَ	يُنْحَازْنَ	يُنْحَازْنَ	يُنْحَازْنَ	
2 MP	اِنْحَازْتُمْ	تُنْحَازُونَ	تُنْحَازُوا	تُنْحَازُوا	
FP	اِنْحَازْتُنَّ	تُنْحَازْنَ	تُنْحَازْنَ	تُنْحَازْنَ	اِنْحَازْنَ
1 P	اِنْحَازْنَا	نُنْحَازُ	نُنْحَازَ	نُنْحَزْ	

Active Participle	munFaaL-	اِلَى 'مُنْحَازٌ' 'partial to'
Verbal Noun	-nFiyaal-	اِنْحِيازٌ 'partiality'

There are no passives in Form VII.

c. Form VIII

	Long Stem	Short Stem
Perfect Tense	-FtaaL-	-FtaL-
Imperfect Tense	-FtaaL-	-FtaL-

يَزِدُّ - يَزِدُّ - يَزِدُّ 'to increase, multiply, grow'

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	يَزَدَ	يَزِدُّ	يَزِدَّ	يَزِدَّ	يَزِدُّ يَزِدَّ
FS	يَزَدَتْ	تَزِدُّ	تَزِدَّ	تَزِدَّ	
2 MS	يَزَدْتُمْ	تَزِدُّ	تَزِدَّ	تَزِدَّ	
FS	يَزَدْتُمْ	تَزِدُّنَ	تَزِدْنَ	تَزِدْنَ	
1 S	يَزَدْتُ	أَزِدُّ	أَزِدَّ	أَزِدَّ	يَزِدُّ يَزِدَّ
3 MD	يَزَدَا	يَزِدَّانِ	يَزِدَّا	يَزِدَّا	
FD	يَزَدَا	تَزِدَّانِ	تَزِدَّا	تَزِدَّا	
2 D	يَزَدْتُمَا	تَزِدَّانِ	تَزِدَّا	تَزِدَّا	
3 MP	يَزَدُوا	يَزِدُّونَ	يَزِدُّوا	يَزِدُّوا	يَزِدُّوا يَزِدُّونَ
FP	يَزَدُّونَ	يَزِدُّونَ	يَزِدُّونَ	يَزِدُّونَ	
2 MP	يَزَدْتُمْ	تَزِدُّونَ	تَزِدُّوا	تَزِدُّوا	
FP	يَزَدُّونَ	تَزِدُّونَ	تَزِدُّونَ	تَزِدُّونَ	
1 P	يَزَدْنَا	نَزِدُّ	نَزِدَّ	نَزِدَّ	

Active Participle	muFtaaL-	يَزِدُّ 'increasing'
Verbal Noun	-FtiyaaL-	إِزْدِيَاءٌ 'increase'

The passive is rare in Form VIII.

Other hollow VIII verbs are

إِخْتَاَجُ إِلَى 'to need'	(H W J)
إِمْتَاَزَ بِ 'to be distinguished, characterized by'	(M Y Z)

d. Form X

	Long Stem	Short Stem
Perfect Tense	-staFaaL-	-staFaL-
Imperfect Tense	-staFiiL-	-staFiL-

(إِسْتَفَادَ - يَسْتَفِيدُ (من ، ب) 'to benefit (from)')

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	إِسْتَفَادَ	يَسْتَفِيدُ	يَسْتَفِيدَ	يَسْتَفِدْ	إِسْتَفِدْ إِسْتَفِيدِي
FS	إِسْتَفَادَتْ	تَسْتَفِيدُ	تَسْتَفِيدَ	تَسْتَفِدْ	
2 MS	إِسْتَفَدْتُ	تَسْتَفِيدُ	تَسْتَفِيدَ	تَسْتَفِدْ	
FS	إِسْتَفَدْتِ	تَسْتَفِيدِينَ	تَسْتَفِيدِي	تَسْتَفِيدِي	
1 S	إِسْتَفَدْتُ	أَسْتَفِيدُ	أَسْتَفِيدَ	أَسْتَفِدْ	إِسْتَفِيدَا
3 MD	إِسْتَفَادَا	يَسْتَفِيدَانِ	يَسْتَفِيدَا	يَسْتَفِيدَا	
FD	إِسْتَفَادَتَا	تَسْتَفِيدَانِ	تَسْتَفِيدَا	تَسْتَفِيدَا	
2 D	إِسْتَفَدْتُمَا	تَسْتَفِيدَانِ	تَسْتَفِيدَا	تَسْتَفِيدَا	
3 MP	إِسْتَفَادُوا	يَسْتَفِيدُونَ	يَسْتَفِيدُوا	يَسْتَفِيدُوا	يَسْتَفِدْنَ
FP	إِسْتَفَدْنَ	يَسْتَفِيدْنَ	يَسْتَفِيدْنَ	يَسْتَفِيدْنَ	

2 MP	اِسْتَفِدْتُمْ	تَسْتَفِيدُونَ	تُسْتَفِيدُوا	تُسْتَفِيدُوا	اِسْتَفِيدُوا
FP	اِسْتَفَدْتُمْ	تَسْتَفِدْنَ	تُسْتَفِدْنَ	تُسْتَفِدْنَ	اِسْتَفِدْنَ
1 P	اِسْتَفَدْنَا	نَسْتَفِيدُ	نُسْتَفِيدُ	نُسْتَفِيدُ	نُسْتَفِيدُ

Active participle:	mustaFiil-	مُسْتَفِيدٌ	'benefitting'
Verbal Noun	-stiFaaLa(t)-	اِسْتِفَادَةٌ	'benefit'

Note the presence of ^{هـ} on hollow Form X verbal nouns, as in the case of hollow IV verbal nouns.

The passive voice stems are:

	Long Stem	Short Stem
Perfect Tense	-stuFiil-	-stuFiL-
Imperfect Tense	-staFaaL-	-staFaL-

Examples:

اِسْتَفِيدَ مِنْ ذَلِكَ .	'That was benefited from.' =
	'Benefit was derived from that.'
يُسْتَفَادُ مِنْ ذَلِكَ .	'Benefit is derived from that.'

The other Form X hollow verb which has occurred so far is:

اِسْتَطَاعَ ، اِسْتَطَاعَ to be able (to)'

Note: اِسْتَطَاعَ may be followed by a verbal noun in the accusative or by an ^{أَنْ} clause, as in

الْقَوْلُ إِنْ ... } نَسْتَطِيعُ 'We can say that...'
 أَنْ نَقُولَ إِنْ ...

Summary of derived hollow verbs:

Form	Tense	Long Stem	Short Stem	Examples
IV	Perfect	?aFaaL-	?aFaL-	أَدَرْتُ أَدَارَ
	Imperfect	-FiIL-	-FiL-	يُدِرُّ يُدِيرُ
VII	Perfect	-nFaaL-	-nFaL-	إِنَحَزْتُ إِنَحَازَ
	Imperfect	-nFaaL-	-nFaL-	يَنَحِزُّ يَنَحِازُ
VIII	Perfect	-FtaaL-	-FtaL-	إَزْدَدْتُ إَزْدَادَ
	Imperfect	-FtaaL-	-FtaL-	يَزْدُدُ يَزْدَادُ
X	Perfect	-staFaaL-	-staFaL-	إِسْتَفَدْتُ إِسْتَفَادَ
	Imperfect	-staFiIL-	-staFiL-	يَسْتَفِدُّ يَسْتَفِيدُ

Now do Drills 1 (on tape), 2, 3, and 4.

Drill 1. (On tape) Conjugation: Hollow verbs, perfect and imperfect.

Drill 2. (Also on tape) Hollow verbs, jussive and subjunctive.

'We benefited greatly from the new factory.' أ - استفدنا من المصنع الجديد
استفادة كبيرة •

'We did not benefit greatly from the new factory.' ط ١ - لم نستفد من المصنع الجديد
استفادة كبيرة •

'We will never benefit greatly from the new factory.' ط ٢ - لن نستفيد من المصنع الجديد
استفادة كبيرة •

١ - ازداد عدد المدارس في هذه المنطقة ازديادا كبيرا •

٢ - احتجت الى سيارة جديدة •
٣ - أقمن في مصر زمنا طويلا •
٤ - أدار المصنع خمس سنوات •
٥ - استطاعوا ان يحققوا تقدما كبيرا •

٦ - احتاجت الى كتب عربية •

٧ - استطعت أن أقابل الوزير . ٨ - ازددنا احترامًا للمدير • in respect
(See C.3 below)

Drill 3. Transformation: Verb → active participle.

T: 'Who is it who supervises the من الذي يشرف على ادارة هذا المصنع ؟
administration of this factory?

Mr. Farid Ali.'

السيد فريد علي • ←

S: 'Mr. Farid Ali is the one who السيد فريد علي هو المشرف على
supervises the direction of ادارة هذا المصنع
this factory.'

- ١ - من الذين يحتاجون الى كتب نجيب محفوظ ؟ طلابي •
- ٢ - من الذين يستفيدون من السياسة الجديدة ؟ العمال •
- ٣ - من اللواتي يمتزرن بحبهن للحرية ؟ الامريكيات •
- ٤ - من اللواتي يطالهن بتغيير سياسة الجامعة ؟ الاستاذات •
- ٥ - من الذي ترجم الكتاب ؟ فرانسيس وليم •
- ٦ - من الذي يدير هذا المكتب ؟ السيد سامي بشير •

Drill 4. Written. Completion.

Fill in the blanks:

Active Participle	Passive Participle	Imperfect Passive	Imperfect Active	Perfect Passive
	مقام			
مدير				
				استفيد
محتاج	(rare)	(rare)		(rare)
			يستعيد	
		يعاد (IV)		

2. Hollow roots: Phonological rules

In this and the previous lesson you have learned the conjugation of hollow verbs in terms of long and short stems. It may be of interest to review these forms in terms of the mechanics of pronunciation--that is, phonological rules. Such rules may show that the irregularities are, in reality, regular and consistent in their own way, and so facilitate the memorization of the forms. This discussion will deal primarily with verbs and participles; it also applies to many verbal noun patterns.

The basic assumption here is that in the conjugation of a hollow verb we start off with a regular stem which is then changed for phonological considerations; compare the following verbs:

	STEM	3 MS
Pattern	FaMvL-	
Strong verb	daras-	darasa دَرَسَ 'he studied'
Hollow verb	zawur-	zawura → zaara زَارَ 'he visited'
Pattern	FMuL	
Strong verb	-drus-	yadrusu يَدْرُسُ 'he studies'
Hollow verb	-zwur-	yazwuru → yazuuru يَزُورُ 'he visits'

We will present a set of rules that predict the kinds of changes illustrated in يَزُورُ - زَارَ and all other hollow verbs. Our point of departure is the principle that the consonants w and y, as the second radical of a root, tend to be modified by adjacent vowels in the course of conjugating the verb or the formation of participles and most verbal nouns. w and y will be referred to as glides and represented by the symbol G, and C symbolizes "any conson-

ant".

a. Verbs

Rule H1. A glide between two short vowels is dropped: $vGv \rightarrow vv$. If the resultant combination is two identical vowels, then these constitute a long vowel. Illustration:

VII $inhawaza \rightarrow inhaaza = اِنْحَاَزَ$ 'he took sides'

VIII $izdayada \rightarrow izdaada = اِزْدَاَدَ$ 'it increased'

It is impossible in Arabic to have a sequence of two different vowels; if the resultant VV combination consists of two different vowels, then it must undergo rule H2. Illustration:

I $nawima \rightarrow naima:$ go to rule H2.

I $sayira \rightarrow saira:$ go to rule H2.

I $zawura \rightarrow zaura:$ go to rule H2.

I $zuwira \rightarrow zuira:$ go to rule H2.

Rule H2. This rule applies to either a combination of two different short vowels, vv , or of one glide and one short vowel, Gv or vG : Any combination of two short vowels or of one glide plus one short vowel becomes a long vowel:

vv (=different vowels)	}	\rightarrow	vv (=one long vowel)
vG			
Gv			

The changes take the following form:

- (a) If the combination in question begins with a, the result is aa; if it begins with a short vowel other than a, the result is ii. Examples:

Original:			becomes:	Original:	Rule H1	Rule H2
a	w	i	aa	naw <u>i</u> ma	→ <u>n</u> a <u>i</u> ma	→ <u>n</u> a <u>a</u> ma نَام 'he slept'
	y	u		say <u>i</u> ra	→ <u>s</u> a <u>i</u> ra	→ <u>s</u> a <u>a</u> ra سَار 'he walked'
				zaw <u>u</u> ra	→ <u>z</u> a <u>u</u> ra	→ <u>z</u> a <u>a</u> ra زَار 'he visited'

Original:			becomes:	Original:	Rule H1	Rule H2
u	w	i	ii	zu <u>w</u> ira	→ <u>z</u> u <u>i</u> ra	→ <u>z</u> i <u>i</u> ra زِير 'he was visited'
	y			bu <u>y</u> iʕa	→ <u>b</u> u <u>i</u> ʕa	→ <u>b</u> i <u>i</u> ʕa بِيْع 'it was sold'

This rule also applies to derived participles of Forms VII and VIII.

Example:

Form VIII, Root MYZ, 'distinguish'

muFtaMiL-	Rule H1	Rule H2
mum <u>t</u> ayiz	→ mum <u>t</u> aiz	→ mum <u>t</u> aaz مُتَّاز 'distinguished'

- (b) If the combination in question begins with a glide, that glide is assimilated to the following vowel. An exception is the combination yu which results in ii. Thus:

Original:		becomes:	Examples:	
w	a	→ aa	yan <u>w</u> amu	→ yana <u>a</u> mu يَنَام 'he sleeps'
y			?istaf <u>y</u> ada	→ ?istafa <u>a</u> ada اِسْتَفَاد 'he benefited'
w	i	→ ii	yud <u>w</u> iru	→ yudi <u>i</u> ru يُدِير 'he manages'
y			yasy <u>y</u> iru	→ yasi <u>i</u> iru يَسِير 'he walks'
w	u	→ uu	yaz <u>w</u> uru	→ yazu <u>u</u> ru يَزُور 'he visits'
y		→ ii		

This rule also applies to all participles and to some noun patterns; a following long vowel acts here the same as a short vowel. Examples:

Passive participles, Form I (with long vowel):

maFMuuL:

mazwuur → mazuur مَزُورٌ 'visited'
mabyuuf → mabiif مَبِيعٌ 'sold'

Active participle, Form IV:

muFMiL:

mudwir → mudiir مُدِيرٌ 'director'

Passive participle, Form IV:

muFMaL

mudwar → mudaar مُدَارٌ 'directed'

Noun of Place:

maFMaL

makwan → makaan مَكَانٌ 'place'

Verbal noun, Form IV (with suffixing of ةَ):

?iFMaaL

?idwaar → ?idaaara(t) إِدَارَةٌ 'administration'

Verbal noun, Form X (with suffixing of ةَ):

?istiFMaaL

?istiFyaad → ?istifaaada(t) إِسْتِفَادَةٌ 'benefit'

Rule L1. ["L" refers to long vowels.]

A long vowel in a closed syllable is shortened, except before a doubled consonant. [A "closed syllable" is one which ends in a consonant that is not followed by a vowel, such as the underlined syllables in darasta 'you studied' and darasat 'she studied.']

Original:	becomes:	Original	Rule H2	Rule L1
CVVCC	CVCC	?ad <u>w</u> artu	?ada <u>a</u> artu	?ad <u>a</u> rtu أَدَرْتُ 'I directed'
CVVC	CVC	yaz <u>w</u> ur	yazu <u>u</u> r	yaz <u>u</u> r لَمْ يَزُرْ 'he didn't visit'

This rule does not apply to Form I verbs in the perfect tense (see Rule H3 below).

It does not apply in doubled roots, as in هَامٌ 'important'.

Rule H3: For Form I verbs in the perfect tense only. The vowel of the perfect tense short stem of Form I hollow verbs is u if the imperfect tense stem vowel is u, and it is i otherwise. Thus:

Perfect Long Stem	Imperfect Stem Vowel	Perfect Short Stem	Examples
aa	a	i	naama-yanaamu-nimtu نِمْتُ 'I slept'
	i	i	saara-yasiiru-sirtu سِرْتُ 'I walked'
	u	u	zaara-yazuuru-zurtu زُرْتُ 'I visited'

b. Verbal nouns

Rule H4. iwaa becomes iyaa. (That is, w, which is produced in the back part of the mouth, becomes y after i, as both y and i are produced in the front part of the mouth.) (There are occasional exceptions to this rule.) Ex.

FiMaaLa(t) (Form I Verbal Noun):

Exception:

ziwaara(t) → ziyaara(t) زِيَارَةٌ 'visit' اِحْتَوَى ، اِحْتَوَا 'to contain, include'
(?ih*ti*waa?)

c. Participles

Rule H5. For Form I participles only. The second radical w or y is replaced by ? in the active participle of Form I verbs. Examples:

FaaMiL

zaawir → zaaʔir زائر 'visiting'

saayir → saaʔir سائر 'going'

d. Notes

(1) None of these rules apply to doubled ww or yy, as in أَوَّل 'first' or نَغِير 'change'.

(2) Combinations aw and ay do not change, e.g. نَوْم 'sleep' and سَيْر 'going'. The combinations uwa and iya are also stable.

3. Accusative of specification: Tamyiz

The sentence

هُوَ أَعْظَمُ مِنَ الْجَاهِزِ إِنْتَاجًا. 'He is greater than Al-Jāhiz in literary output.'

is equal in meaning to

إِنْتَاجُهُ أَعْظَمُ مِنْ إِنْتَاجِ الْجَاهِزِ. 'His output is greater than Al-Jāhiz's output.'

Similarly, the sentence

إِنْتَاجُ السُّعُودِيَّةِ مِنَ الرِّيْتِ أَكْثَرُ مِنْ إِنْتَاجِ مُعْظَمِ الدُّوَلِ الْآخَرَى. 'Saudi Arabia's oil production is greater than that of most other countries.'

can be changed to

السُّعُودِيَّةُ أَكْثَرُ مِنْ مُعْظَمِ الدُّوَلِ الْآخَرَى إِنْتَاجًا لِلرِّيْتِ. 'Saudi Arabia produces more oil than most other countries.'

The noun إِنْتَاجًا in the first and last sentences above is in the accusative case, is indefinite, and has the meaning of 'with respect to, in terms of,

in, as to". This use of the noun is called accusative of specification, or tamyiz (Arabic تَمْيِيزٌ 'singling out, discrimination, specification'). The tamyiz noun, or accusative of specification, can typically be construed as the equivalent of the first term of an idāfa which is the subject or object of a verb or, as in the examples above, as the subject of an equational sentence. The tamyiz construction must be used for the comparative or superlative degree of derived participles (or for adjectives of color, like أَحْمَرُ 'red'), together with an elative adjective like أَكْثَرُ 'greater', أَكْثَرُ 'more', أَقَلُّ 'less', etc. Illustrations:

أَنْتَ مُخْلِصٌ جِدًّا ، يَا زُهَيْرُ ، لَكِنَّ سَلَوَى أَكْثَرُ مِنْكَ إِخْلَاصًا .	'You are very sincere, Zuhair, but Salma is more sincere than you are' (Lit., "greater as to sincerity").
لَسْتُ مُسْتَعِدًّا كُلَّ الإِسْتِعْدَادِ، لَكِنِّي أَكْثَرُ مِنْكَ اسْتِعْدَادًا وَجَمَالًا أَكْثَرُنَا اسْتِعْدَادًا .	'I am not fully prepared, but I am more prepared than you are, and Jamal is the most prepared of us all.'

Now do Drill 5.

Drill 5. Written. Elative with accusative of specification.

Rewrite the following sentences using the accusative of specification, and then translate the rewritten sentences into English. Ex.

'Salim's respect for his professors is greater than that of the other students for them.' احترام سليم لأساتذته أعظم من احترام الطلاب الآخرين لهم . ←

'Salim respects his professors most of all the students.' سليم اعظم الطلاب احتراماً لاساتذته .

١ - انتاج السعودية للزيت أكثر من انتاج الدول العربية الاخرى له .

٢ - احتياجي اليك اعظم من احتياج الناس الآخرين اليك .

٣ - مطالبة الامريكيات بحقوقهن أعظم من مطالبة النساء الاخريات بتلك الحقوق .

٤ - تقدّم امريكا في الصناعة أعظم من تقدّم الدول الاخرى .

٥ - نجاح اللبنانيين في التجارة اعظم من نجاح معظم العرب الآخرين .

4. The clause introducer 'إِنَّ' 'verily'

The particle 'إِنَّ' 'verily, truly, indeed' comes at the beginning of a clause or sentence. It is one of the sisters of 'إِنَّ' 'that', which means that (a) it cannot be immediately followed by a verb and (b) the subject of its clause is in the accusative case. (If there is a declinable predicate it will be in the nominative case.) Illustrations:

إِنَّ السَّعُودِيَّةَ تَعْتَمِدُ عَلَى الزَّيْتِ 'Indeed Saudi Arabia is totally depend-
ent on its oil.'

إِنَّ بَعْضَ الدُّوَلِ الْعَرَبِيَّةِ غَنِيَّةٌ بِالزَّيْتِ 'Some Arab states are rich in oil.'

'إِنَّ' intensifies the truth value of the following statement; English does not have an exact equivalent, and it is often best left untranslated.

D. Comprehension passages

د - نصوص للفهم

Read the following passage and then do Drills 6 and 7 which are based on it.

الكويت

الكويت دولة عربية قريبة من العراق ، أكثرها صحراء ، وليس فيها أنهار .

assemblies prince
يحكم الكويت أمير يساعده وزراء . وللكويت مجلس وطني ينتخب
أعضاؤه members
الخمسون كل أربعة أعوام .

نصف السكان كويتيون ، أما النصف الآخر فيشمل مصريين وفلسطينيين
وأمركيين وغيرهم . أكثر السكان مسلمون ، وهناك ايضاً عدد قليل من غير
المسلمين . واللغة الرسمية في الكويت هي اللغة العربية ، لكن الكثيرين
يتكلمون اللغة الانكليزية كذلك .

والكويت من أغنى بلدان العالم بموارد الزيت وأكثرها إنتاجاً له ؛

income, revenue
لذلك تقدم اقتصادها تقدماً عظيماً ، وازداد دخلها ازدياداً كبيراً .

wealth
استفادت الكويت من ثروتها العظيمة ، فقد استطاعت الحكومة أن
تقيم المصانع وتنشئ المدارس وترسل الطلاب الى بعض الدول العربية
الآخري وإلى الغرب للحصول على الشهادات الجامعية .

capital
عاصمة الكويت هي مدينة الكويت ، وهي من أحدث المدن في الشرق
الوسط بل في العالم .

Drill 6. Written.

Fill in the blanks, using the previous text:

- ١ - المسلمون في الكويت — ، وغير المسلمين — .
- ٢ - اللغة ال — هي اللغة الأجنبية التي يتكلمها أكثر الكويتيين .
- ٣ - الكويت غنية ب — .
- ٤ - يذهب الطلاب الكويتيون الى — للدراسة في الجامعات .
- ٥ - مدينة الكويت — .
- ٦ - اللغة الرسمية في الكويت هي — .

Drill 7. Written.

1. Write brief notes in English on Kuwait's

a. geography

- b. political system
- c. use of its wealth

2. Now listen to the passage on tape; then do Drill 8, which is based on it.

Drill 8. Written. Question/answer on Aural Comprehension passage.

Listen to the passage recorded on tape (جمال عبد الناصر); then answer the following questions in English.

أسئلة :

- ١ - ما الذي أرادَه جمال عبد الناصر للاقتصاد المصري ؟
- ٢ - لماذا عمل جمال عبد الناصر على أن تتقدّم الصناعة في مصر ؟
- ٣ - هل استخدم عبد الناصر مهندسين أجانب ؟ لماذا ؟
- ٤ - هل منع عبد الناصر الشركات الاجنبية من البحث عن الزيت في مصر ؟
- ٥ - هل ازداد انتاج مصر من الزيت في زمن الرئيس عبد الناصر ؟
- ٦ - لماذا يحترم المصريون عبد الناصر ؟

E. General drills

هـ - التمارين العامة

Drill 9. Completion. Verbal nouns.

Fill in the blanks with the appropriate verbal nouns, and then translate the sentences.

- ١ - بحثنا الموضوع _____ شاملا .
- ٢ - زارت ابنتي العراق _____ قصيرة .
- ٣ - رحب اهلي بي _____ عظيما .
- ٤ - قاوم العرب الحكم الاجنبي _____ عظيمة .
- ٥ - أكرموا الزائر كل ال _____ .
- ٦ - أقام صديقي في تونس _____ قصيرة .

- ٧ - تصرفت _____ حسنا .
- ٨ - استفادت منه هذه الدول _____ عظيمة .
- ٩ - تغيّر الوضع السياسيّ _____ كبيرا .
- ١٠ - سوف نتعاون معكم كل ال _____ .
- ١١ - أنتم تخطفون عنا بعض ال _____ .
- ١٢ - استقبل المصريون الوزير الأمريكي _____ جميلا .
- ١٣ - سيطرت الشركات الاجنبية على التجارة _____ كبيرة .
- ١٤ - هل ازداد انتاج الزيت _____ كبيرا في الاعوام الاخيرة ؟

Drill 10. Transformation: Active → passive (perfect, subjunctive, jussive).

'The government established many factories.'

- a. 'Many factories were established.'
- b. 'Not many factories were established.'
- c. 'Many factories must be established.'

- ١ - انتخب الناس احد المرشحين .
- ٢ - استقبلها الناس استقبالا عظيما .
- ٣ - استفادت الشركة من المهندسين الاجانب .
- ٤ - أقامت الحكومة سدّا كبيرا على النهر .
- ٥ - بذل السياسيون جهودا كبيرة لتغيير الوضع .
- ٦ - طالبنا الشعب بتغيير سياستنا .

Drill 11. Transformation: Singular → plural.

Fill in the blanks:

English	Plural	Singular
		منطقة
	صور	
		لهجة
		اسبوع
	مسافات	
		رأي
		قصة
	بيوت	
month		
		أسلوب
	قرى	
		مجلة

English	Plural	Singular
		وجه
		سبب
	جيران	
		أخ
		ليلة
	رجال	
		حل
	فنون	
engineer		
		قلب
	عمال	
gift		

Drill 12. Written. Composition.

Write brief notes on the subject "أمريكا", using the following outline as a guide:

- ١ - الدول القريبة من أمريكا .
- ٢ - الولايات الأمريكية .
- ٣ - الأنهار .
- ٤ - السكان .
- ٥ - اللغة .
- ٦ - الاقتصاد .
- ٧ - الحكومة .
- ٨ - العلاقات الخارجية .
- ٩ - الجامعات والطلاب الأجانب .

Drill 13. Written. Vocabulary.

Fill in the blanks with the most appropriate word from among the words in the following list:

تراسل ، يتابعون، نجاح ، انتخاب ، صغير ، ثورة ، المحافظة ، قال ،
عِلْم ، البلاد ، تتوفر ، يظهر ، حكما ، مقالة ، زهاب ، مجتمع ، خاص
العالي، شيء فم ، حاجة ، علّمني .

- ١ - يجب ان تتوفر للمرأة كل حقوقها لخير — .
- ٢ - يقول قائد — : اننا سنقاوم لهناء — جديد .
- ٣ - لها اهتمام — — — — — انها في الامتحانات .
- ٤ - — — — — رجل كبير — — — — — استفدت منها كل حياتي .
- ٥ - هل — — — — — دراستهم الجامعية في مشيخان ؟
- ٦ - ذهبنا الى ذلك المكان — — — — — ومن هناك شاهدنا جمال المدينة .
- ٧ - — — — — — الحبيبان لمدة سنة ثم انقطعت الرسائل بينهما .
- ٨ - — — — — — الحزب الوطني اهتماما كبيرا به — — — — — على حقوق الشعب .
- ٩ - لسنا به — — — — — الى مراسلين جدد .

أ - الْجُمْلُ التَّمْهِيدِيَّةُ

A. Preparatory sentences

حديث مع مساعد مندوب، الجزائر

A Conversation with the Assistant of the Algerian Delegate

- ١ - الطالب : السَّلَامُ عَلَيْكُمْ .
٢ - السيد لطفي : وَعَلَيْكُمْ السَّلَامُ .
٣ - الطالب : هل حَضَرْتُكَ موظف في
مُنْظَمَةِ الأُمَمِ الْمُتَّحِدَةِ ؟

Hello. ("Peace be with you.")

Hello. ("And with you be peace!")

Are you an official in the United Nations Organization?

مُنْظَمَةٌ - أُمَّةٌ
أُمَّةٌ - أُمَّةٌ
إِتِّحَادٌ ، إِتِّحَادٌ (ب)
الأُمَمِ الْمُتَّحِدَةِ

organization

nation, people

VIII to unite, be united; to
federate (with)
The United Nations

- ٤ - السيد لطفي : أنا مساعد لمندوب
الجزائر .

I am an assistant to the Algerian delegate.

مندوب - وَنْ

delegate, representative,
deputy
delegado, comisionado

- ٥ - ط : كيف تختلف منظمة الأمم
المتحدة عن الجامعة
العربية ؟

How does the United Nations differ from the Arab League?

- ٦ - ل : المحافظة على السلام من
أهم أهداف كِلْتَا المنظمين
لكنَّ المنظمة الأولى
عالمية والمنظمة الثانية
تقدم خدماتها للدول
العربية فقط .

The preservation of peace is one of the most important objectives of both organizations, but the first one is world-wide and the second organization offers its services to only the Arab states.

هَدَفٌ - أَهْدَافٌ
كِلَا ، كِلَي (كِلْتَا ، كِلْتَي)

target; aim, object, objective,
intention, goal
both (see C. 3)

٧ - ط : هل للأمم المتحدة نشاطٌ
يَتَّصِلُ بالصناعة ؟

Does the UN have any activities
which are connected with industry?

نشاط - ات
إِتَّصَلَ ، إِتِّصَالَ (ب)
*continuar, ligar a
relacionarse con
comunicar con
ser contiguo*

actividad, arder, unacidad, ánimo, alegría, energía, vitalidad
energy, activity, action

VIII to be connected with,
bear on, have to do with; to
get in touch with, contact (s.o.)

٨ - ل : نعم وهي أيضا تقدِّم
للإنسان خدمات ثقافيَّة
 واجتماعيَّة .

Yes. It also offers cultural and
social services to mankind.

إنسان
ثقافة - ات

man, human being, person
culture, refinement

٩ - ط : نستطيع إِذْنُ أن نَصِفَ الأمم
المتحدة بأنَّها أكثر من
منظمة سياسيَّة ؟

Therefore we can describe the UN
as more than a political organiza-
tion?

إِذَا ، إِذْنُ
وَصَفَ يَصِفُ ، وَصَفَ (بأنَّه)
cuando, atributo, adjetivo

then, therefore, in that case

to describe, depict s.th. (as being)

describir, exponer, enunciar, calificar

١٠ - ل : هذا مِمَّا لا شَكَّ فيه .

That is something that there is
no doubt about.

مِمَّا = من + ما

a thing which, something which

شَكَّ - شُكُوكٌ (في ، ب)
لا شَكَّ (في)

doubt (about), suspicion (over)

*duda, sospecha
revelo*

there is no doubt (about); no
doubt (about)

١١ - ط : هل تدير الدول الكبرى
منظمة الأمم المتحدة ؟

Do the big nations run the United
Nations?

١٢ - ل : لا. للمنظمة سكرتير عامٌّ
وللجَمْعِيَّةِ العامَّةِ رئيس
وهما أهم الموظفين، لكن
الدول الكبرى لا تعيِّنهما
بل ينتخبهما الأعضاء .

No. The organization has a secre-
tary general, and the General Assem-
bly has a president, and they are
the two most important officials.
However, they are not appointed by
the big powers but are elected by
the members.

عام

general

[الجَمْعِيَّةُ العامَّةُ]

[The General Assembly]

عُضُوٌّ - أَعْضَاءُ

member

[حَلْفٌ - أُخْلَافٌ]
أَسَّسَ ، تَأَسَّسَ
حَرْبٌ - حُرُوبٌ
كُلَّتِي

[pact, alliance]

II to found, establish

(f.) war

(d. and gen.) both

١٩ - ط : شكرًا يا أستاذ لطفي .

Thank you, Mr. Lutfi.

٢٠ - ل : عفواً . مع السلامة .

You're welcome. Goodbye.

مفردات اضافية

Additional vocabulary

وَقَعَ يَقَعُ ، وَقُوعٌ

to be located

Vocabulary note

'presence' is used with a pronoun suffix as a respectful form of address: "your excellence, your eminence". The singular form is used with singular pronoun suffixes, e.g. حَضْرَتُكَ or حَضْرَتُكَ , and the plural is used with plural suffixes, e.g. حَضْرَاتُكُمْ . The usual translation in English is "you".

ب - النص الاساسي

منظمة الامم المتحدة

اجتمعت بعد الحرب العالمية الثانية بعض الدول الكبرى وعدد من الدول الصغرى في مدينة سان فرانسيسكو واتفقت على تأسيس منظمة الامم المتحدة ، ووضعت ميثاقاً لها .

charter

general

للمنظمة سكرتير عام ، وللدول الاعضاء مندوبون فيها . من أهداف هذه المنظمة المحافظة على السلام العالمي وحقوق الانسان ، ولذلك نجد أن معظم شعوب العالم تضع ثقتها الكبيرة فيها وتصفها بأنها من أهم المنظمات السياسية .

ونشاط منظمة الامم المتحدة لا يتصل بالسياسة فقط ، فأن لها

فروعاً تقدم للعالم خدمات ثقافية وتربوية واجتماعية . ومن أهم تلك branches

الفروع منظمة اليونسكو التي تعمل على تقدم الثقافة والعلوم ،
ومنظمة العمل الدولية التي تقدم المساعدات الاقتصادية للدول الصغرى
ولكلتا المنظمين ممثلون في العالم العربي .
representatives
ومما لا شك فيه أنَّ المنظمة نجحت في حل كثير من المشكلات
الدولية ، وصحيح أيضا أنَّها لم تحقق جميع اهدافها لأنَّ بعض الدول لا
تتعاون معها كلَّ التعاون .

B. Basic text

The United Nations Organization

After World War II some of the great powers and a number of small nations met in San Francisco and agreed to establish the United Nations Organization and drew up a charter for it.

The organization has a secretary-general, and member nations have delegates to it.

One of the goals of this organization is the preservation of world peace and of human rights; and therefore we find that most of the peoples of the world place great trust in it and describe it as one of the most important political organizations.

The activities of the UN do not have to do with politics alone, for it has branches that offer the world cultural, educational and social services. One of the most important of those branches is UNESCO, which works for the advancement of culture and the sciences, and the World Labor Organization which offers economic aid to the small countries. Both organizations have representatives in the Arab world.

One thing about which there is no doubt is that the UN has been successful in solving many international problems. It is also true that it has not been able to realize all its goals because some nations do not fully cooperate with it.

1. Assimilated verbs
2. Noun-noun apposition
3. The لا of absolute negation
4. The noun كلا 'both'

1. Assimilated verbs

Verbs whose first radical is W, e.g. وَصَفَ 'to describe' (root WṢF), share three distinctive features: (a) the W is dropped in the imperfect of Form I verbs; (b) the W is assimilated to t in Form VIII; and (c) W is assimilated to a preceding i; i.e., iw becomes ii in Forms IV and X. In all other cases, assimilated roots behave like strong roots. These three changes will now be explained in detail, using the following verbs as illustrations:

- وَصَفَ (root WṢF) 'to describe' *describir, exponer, enumerar, calificar*
- وَصَلَ (WṢL) 'to arrive' *unir, juntar*
- وَجَدَ (WJD) 'to find' *encontrar, hallar*
- وَجَبَ (WJB) 'to be necessary'
- وَقَعَ (WQʿ) 'to be located' *ocurrir, tener lugar, estar situado*
- وَثِقَ (WṪQ) 'to trust' *confiar en, fiarse de*
- وَعَدَ (WʿD) 'to promise'

(a) Form I assimilated verbs. The perfect tense is conjugated like any other verb we have encountered; e.g., the third person perfect is given below of وَصَفَ

3 MS	وَصَفَ	3 MD	وَصَفَا	3 MP	وَصَفُوا
FS	وَصَفَتْ	FD	وَصَفْتَا	FP	وَصَفْنَ

In the imperfect, however, the W is dropped. The conjugation of the imperfect of وَصَفَ 'to describe' is given below:

	Indicative	Subjunctive	Jussive	Imperative
3 MS	يَصِفُ	يَصِفَ	يَصِفْ	صِفْ صِفِي
FS	تَصِفُ	تَصِفَ	تَصِفْ	
2 MS	تَصِفُ	تَصِفَ	تَصِفْ	
FS	تَصِفِينَ	تَصِفِي	تَصِفِي	
1 S	أَصِفُ	أَصِفَ	أَصِفْ	
3 MD	يَصِفَانِ	يَصِفَا	يَصِفَا	صِفَا
FD	تَصِفَانِ	تَصِفَا	تَصِفَا	
2 D	تَصِفَانِ	تَصِفَا	تَصِفَا	
3 MP	يَصِفُونَ	يَصِفُوا	يَصِفُوا	صِفُوا صِفْنَ
FP	يَصِفْنَ	يَصِفْنَ	يَصِفْنَ	
2 MP	تَصِفُونَ	تَصِفُوا	تَصِفُوا	
FP	تَصِفْنَ	تَصِفْنَ	تَصِفْنَ	
1 P	نَصِفُ	نَصِفَ	نَصِفْ	

The principal parts of our illustrative Form I assimilated verbs are:

	<u>Perfect</u>	<u>Imperfect</u>	<u>Active Participle</u>	<u>Verbal Noun</u>
to describe	وَصَفَ	يَصِفُ	وَاصِفٌ	وَصْفٌ
to arrive	وَصَلَ	يَصِلُ	وَاصِلٌ	وُصُولٌ
to find	وَجَدَ	يَجِدُ	وَاجِدٌ	وُجُوبٌ
to be necessary	وَجَبَ	يَجِبُ	وَاجِبٌ	وُجُوبٌ
to be located	وَقَعَ	يَقَعُ	وَاقِعٌ	وُقُوعٌ
to draw up	وَضَعَ	يَضَعُ	وَاضِعٌ	وَضْعٌ
to trust	وَثِقَ	يَثِيقُ	وَاثِقٌ	ثِقَّةٌ
to promise	وَعَدَ	يَعِدُ	وَاعِدٌ	وَعْدٌ

You will note that there are certain regularities of form with these verbs:

(1) In the perfect tense the stem vowel is usually a, and the imperfect stem vowel is i. (The exceptions تَقَعُ and يَضَعُ can be explained as a matter of assimilating the i to a before a pharyngeal or "back" consonant.)

(2) The active participle and verbal nouns are regular in form. With some verbs, however, the verbal noun may lose the W. For example, وَصَلَ in the meaning of "to connect, join, link" has the verbal nouns وَصْلٌ and صَلَةٌ, which mean "connecting, joining", and also "juncture, connection, link," وَصَفٌ in addition to وَصْفٌ has the noun صِفَةٌ, 'quality, property, attribute' and also 'adjective'.

(3) وَصَلَ 'to arrive' and وَصَلَ 'to connect, link' also illustrate a general pattern: that the transitive verb takes the verbal noun pattern FaML while the intransitive verbal noun pattern is FuMuL. (وَجَدَ for وَجَدَ 'to find' means both "finding" and "being found; existence".) *existencia, ser, * presencia, estar*

(4) The verb وَقَعَ in the meaning 'to be situated, be located' occurs in the third person masculine and feminine imperfect only. The verb وَجَبَ 'to be necessary' occurs only in the third masculine singular, (and usually in the imperfect), and takes only an أَنْ-clause or verbal noun as subject.

(5) Assimilated verbs are perfectly regular in the passive conjugation, being spelled like any strong verb. The passive imperfect, third masculine singular, accordingly, is written يُولَدُ 'he is born.' The point to be made here is that the combination uw is pronounced uu; يُولَدُ, then, is pronounced yuuladu. It also applies to all assimilated verbs, imperfect active and passive, in Form IV. This is a general pronunciation-spelling rule, and applies to all words in the language.

(b) In Form VIII the radical W is assimilated to the reflexive t throughout all stems of the verb and verbal noun. Thus, ?iwtasala → ?ittasala:

Principal Parts: Form VIII

	Perfect	Root	Imperfect	Verbal Noun	Active Participle
relacionarse con, comunicar con, establecer contacto con	إِتَّصَلَ بَ	WṢL	يَتَّصِلُ	إِتِّصَالٌ	مُتَّصِلٌ
acordarse con	إِتَّفَقَ عَلَى	WFQ	يَتَّفِقُ	إِتِّفَاقٌ	مُتَّفِقٌ
unirse, reunirse unificarse identificarse sacar acuerdos, unánimes	إِتَّحَدَ	WḤD	يَتَّحِدُ	إِتِّحَادٌ	مُتَّحِدٌ

It is this feature that gives initial W verbs the name "assimilated".

(c) Assimilation of W to i, Forms IV and X. There is a general rule which applies to MSA as a whole to the effect that when w follows i in the same syllable it is changed to i: that is, iw becomes ii. Thus the verbal nouns of Form IV and X assimilated verbs take the following shapes:

Form	Verb	Verbal Noun	
		underlying shape	occurring shape
IV	أَوْجَدَ 'to create'	(?i <u>w</u> jaad) →	إِيجَادٌ 'creation' ?ii <u>i</u> jaad
X	إِسْتَوْطَنَ 'to settle down'	(?isti <u>w</u> ṭaan) →	إِسْتِيطَانٌ 'settling down' ?isti <u>i</u> iṭaan

Now do Drills 1 (on tape), 2, 3 and 4.

Drill 1. (On tape) Conjugation: Assimilated verbs.

Drill 2. (Also on tape) Transformation: Perfect → imperfect with سَ.

'The minister arrived today.'

وصل الوزير اليوم .

'The minister will arrive today.'

سيصل الوزير اليوم .

١ - وصفوا في كتابهم مكانة العامل . ٥ - وضعنا الهدية على الطاولة .

٢ - النساء وصلن الى المسرح . ٦ - والداه وصلا اليوم .

٣ - وثقت الدول الصغرى في المنظمة . ٧ - هل وصلت ما بعد بداية المحاضرة ؟

٤ - وصف لنا حفر القناة الجديدة . ٨ - وجدت المقالة التي تحدثت اليكم

عنها .

Drill 3. (Also on tape) Transformation: Perfect → jussive with لم .

'The big powers have agreed to cooperate in industry.' اتفقت الدول الكبرى على التعاون في الصناعة . ←

'The big powers have not agreed to cooperate in industry.' لم تتفق الدول الكبرى على التعاون في الصناعة .

١ - اتصل نشاط المنظمة بالتجارة الدولية . ٥ - وصلن قبل بداية الاجتماع .

٢ - وجدنا الكتاب بالمكتبة . ٦ - ولدنا في مدينة الهرة .

٣ - اتحدت الدول الثلاث . ٧ - وضعت الكتاب على طاولة

٤ - هل وصفت مكانة المرأة ؟ الاستاذ .

Drill 4. Written. Dictionary drill and completion; translate the perfect.

Imperfect Active	Verbal Noun	Passive Participle	Active Participle	Perfect Active
	استيثاق			
يتَّجه				
			موجب	
			واصف	
يثق				
		متَّفِق		
				وعد
		موجود		
			واضع	
		متَّبِع		
			والد	وعد

2. Noun-noun apposition

In the Basic text, the phrase **الدُّولُ الأَعْضَاءُ** 'the member nations' is a phrase consisting of two nouns, with the second noun in apposition to the first. In such phrases both nouns refer to the same entity: here "the nations"

are "members" and "the members" are "nations". Nouns in apposition agree in case and definiteness.

Apposition is frequently found in phrases consisting of a title and a name, for example

أَلَسْتَانُ كَرِيمٌ	'Professor Karim'
الرَّئِيسُ جَمَالُ عَبْدِ النَّاصِرِ	'President Gamal Abd Al-Nasir'

Now do Drill 5.

Drill 5. Written. Combination.

Combine the following pairs of sentences to produce an appositive construction. Ex.

'The famous writer described the political situation in his article.'

'The famous writer is Ahmad Karim'

'The famous writer Ahmad Karim described the political situation in his article.'

وصف الكاتب المشهور الوضع السياسي في مقاله .
الكاتب المشهور هو احمد كريم .
وصف الكاتب المشهور احمد كريم الوضع السياسي في مقاله .

- ١ - قابلت صديقه امس . صديقه مدير البنك الوطني .
- ٢ - تتعاون الدول مع منظمة الامم المتحدة . الدول اعضاء في المنظمة .
- ٣ - تحدثت صديقاتك معي عن الامر . صديقاتك طالبات .
- ٤ - تكلمت مع ابنها . ابنها طبيب .
- ٥ - كتب رسالة الى حبيبته . حبيبته هي نانسي .
- ٦ - رجع ابني من فرنسا امس . ابني الذي رجع هو بشير .
- ٧ - كتب الاديب الكبير كتبا كثيرة . الاديب الكبير هو طه حسين .
- ٨ - اجتمع رئيس الجمهورية بالوزراء . رئيس الجمهورية هو انور جمال .
- ٩ - تحدثت مع السيد حسين بشير . السيد حسين مساعد المدير .

3. لا of absolute negation

In the sentence

لا شكَّ في ذلكَ . 'There is no doubt about that.'

the negative لا is followed immediately by a noun in the accusative case, without the definite article, and without nunation. This لا is called the لا of absolute negation and may be translated as "there is no...(at all), there is not a...", etc. In some instances "there is" is omitted, as for example in لا شكَّ 'no doubt.'

Other examples:

لا سلامَ في العالمِ اليومِ . 'There is no peace in the world today.'
لا أحدَ في هذهِ الطائرةِ . 'There is no one on this airplane.'
لا شيءَ . 'There is nothing.' or 'Nothing.'

If the noun negated by لا is modified by a following adjective, that

adjective may be inflected in any of three ways:

- (1) [~] -un (nominative with nunation), since the noun functions as the subject of an equational sentence and is indefinite:

لا فِكْرَ جَدِيدَةٍ في مقالتهِ . 'There are no new ideas in his article.'

or, (2) ⁼ -an (accusative with nunation), to agree in case with the

actual case of the modified noun: لا فِكْرَ جَدِيدَةٍ 'There are no new ideas'.

or, (3) ['] -a (accusative without nunation), to agree in case and definiteness with the modified noun: لا فِكْرَ جَدِيدَةٍ 'there are no new ideas'.

Now do Drill 6.

Drill 6. Negation with لا and translation

'There is no one in the office.'

أ : ليس في المكتب أحدٌ .
ط : لا أحدٌ في المكتب .

- ١ - ليس له عمل .
 ٢ - ليس لنا رأي في هذا الموضوع .
 ٣ - ليس لمشكلتها حل .
 ٤ - ليس لي علم بالأمر .
 ٥ - ليس له أهل ولا اصدقاء .
 ٦ - ليس في صديق يفضل نفسه عليك خير .
 ٧ - ليس هناك حقوق بدون واجبات .
 ٨ - ليس هناك شيء يعجبها .
 ٩ - ليس هناك نجاح بدون عمل .

4. The noun كِلا 'both'

The noun كِلا fem. كِلْتَا 'both' is used only with a following dual noun in the genitive or with a dual pronoun suffix; it is singular in number. كِلا has the following forms:

	Masculine	Feminine
Nominative	كِلا	كِلتَا
Gen./Acc.	كِلَيَّ	كِلتَيَّ

- a. With pronouns. If كِلا receives the pronoun suffix it must be inflected for case:

'They were both born in Damascus.' وَلِدَ كِلَاهُمَا فِي دِمَشْقَ .
 'They both laughed.' ضَحِكْتَ كِلْتَاهُمَا .
 'Did they mention both of them?' هَلْ ذَكَرُوا كِلْتَيْهِمَا ؟
 'We trust both of them.' نَثِقُ بِكِلَيْهِمَا .

- b. With nouns. Used before nouns, كِلا is not declined:

كِلا الرَّجُلَيْنِ يَتَّفِقُ عَلَى ذَلِكَ . 'Both men are agreed on that.'
 رَأَيْتُ كِلا الرَّجُلَيْنِ وَكِلتَا الْمَرْأَتَيْنِ هُنَاكَ . 'I saw both men and both women there.'
 أَشْرَفُوا عَلَى بِنَاءِ كِلا السَّدَّيْنِ . 'They supervised the building of both dams.'

Alternatively, كِلَا plus a pronoun suffix may be used in apposition to a dual noun:

رَأَيْتُ الرَّجُلَيْنِ كِلَيْهِمَا .	'I saw both men.'
أَكْمَلْنَا الْجُمْلَتَيْنِ كِلْتَيْهِمَا .	'We finished both sentences.'

D. Comprehension passage

د - نَصُوصٌ لِّلْفَهْمِ

Read the following passage and then do Drill 7, which is based on it.

Dag Hammarskjöld

داغ همرشولد

يعتبر داغ همرشولد من أعظم الرجال الذين عاشوا في هذا القرن they lived
ومن أكثرهم نشاطا في ميدان السياسة الدولية والسلام العالمي . realm
ولد في بداية القرن في السويد لعائلة معروفة ، واثناء الحرب Sweden
العالمية الأولى أصبح والده رئيسا للوزارة . حصل على الدكتوراه في
الاقتصاد السياسي من جامعة ستكهولم عندما كان في الخامسة والعشرين
من عمره ، ثم عمل في وزارة الخارجية . ولما كان في السابعة والاربعين
من عمره أرسلته حكومته الى الامم المتحدة فانتخب سكرتيرا عاما للمنظمة
بعد عام واحد .

بذل داغ همرشولد جهده كله كي يصل الى حل لمشكلات الشعوب ،
فاحترمته الدول - الكبرى منها والصغرى - ووضعت ثقته فيها . وسوف
يتحدث التاريخ عن جهود همرشولد لخدمة السلام عندما كان سكرتيرا عاما
للأمم المتحدة ، وسوف يذكر خاصة ان همرشولد سافر الى الكونغو لحل
مشكلة الحرب الأهلية هناك وأرسل جنود الأمم المتحدة الى منطقة الشرق soldiers
الوسط للمحافظة على السلام بعد أن أمم الرئيس عبد الناصر شركة قناة he nation-
السويس وقد سقطت طائرة همرشولد اثناء عودته من الكونغو فمات في alized
السادسة والخمسين من عمره ، وبذلك فقد العالم سياسيا مخلصا وانسانا he died
كبير القلب وجنديا من أعظم جنود السلام . lost soldier fell, crashed

Drill 7. Written. Question/answer.

أسئلة :

Read the comprehension passage and then answer the following questions.

- ١ - هل كان داغ همرشولد أمريكيا أم أوربيا ؟
- ٢ - ماذا تعرف عن عائلة همرشولد ؟
- ٣ - ما هي أعلى شهادة جامعية حصل عليها همرشولد ؟
- ٤ - هل عمل همرشولد سياسيا قبل أن يعمل في الأمم المتحدة ؟
- ٥ - على أي وظيفة حصل همرشولد في منظمة الأمم المتحدة ؟
- ٦ - لماذا احترمت الدول همرشولد ؟
- ٧ - هل قدّم همرشولد خدمات للسلام في الشرق الأوسط ؟
- ٨ - متى مات همرشولد ؟

E. General drills

ه - التمارين العامة

Drill 8. Written.

Paraphrase each of the following sentences in as many ways as you can, without introducing much change in meaning. Ex.

خرج فريد ضاحكا
خرج فريد يضحك
خرج فريد وهو يضحك
كان فريد يضحك وهو خارج
كان فريد يضحك عند خروجه

كان فريد يضحك عندما خرج ←

- ١ - كان غنيا عندما ترك مصر .
- ٢ - كان فقيرا عندما جاء الى هذه البلاد .
- ٣ - كان يضحك أثناء تحدّثه الى الطلاب .
- ٤ - كان رئيس الجمهورية في فرنسا عندما اجتمع الكونغرس .
- ٥ - كنت طالبا في جامعة ولاية يوتا عندما صادفته .

Drill 9. (Also on tape) Perfect → negative perfect → imperfect.

أ - هل عاد صديقك من بيروت ؟ (غدا) ← 'Did your friend return from Beirut?' (tomorrow)

ط - لاء، لم يعد . لعلّه يعود غدا . 'No he didn't. He might return tomorrow.'

- ١ - هل نشر مقالك ؟ غدا
- ٢ - هل وصل الوزير الى نيويورك ؟ مساء اليوم
- ٣ - هل كتب الاستاذ كتابا عن القومية العربية ؟ السنة القادمة
- ٤ - هل درّس الاستاذ لين في جامعة القاهرة ؟ العام القادم
- ٥ - هل شاهدوا الآثار ؟ الاسبوع القادم
- ٦ - هل طالبين بمقابلة رئيس الجامعة ؟ غدا
- ٧ - هل أكملت كتابة المقالة ؟ هذا الاسبوع
- ٨ - هل اقامت الحكومة المصانع الجديدة ؟ هذا العام
- ٩ - هل تقدّمت وداد بطلب لمقابلة وزير الخارجية ؟ غدا
- ١٠ - هل تغيّر الوضع الاقتصادي ؟ قريبا
- ١١ - هل تعاونت الدولتان في تطوّر الصناعة ؟ في بداية العام القادم
- ١٢ - هل انعقد المؤتمر ؟ الاسبوع القادم
- ١٣ - هل انتقل الموظف الى أسوان ؟ بعد أسبوعين
- ١٤ - هل ازداد عدد المدارس في هذه المنطقة ؟ قريبا
- ١٥ - هل قابلتم رئيس الجامعة بشأن هذا الامر ؟ بعد مدة قصيرة
- ١٦ - هل تمكن من الحصول على وظيفة ؟ ولا شك

Drill 10. Written. Translation.

Translate the following sentences into Arabic.

1. Tāhā Ḥusayn was one of the greatest contemporary literary figures.

2. I have a friend who worked in many positions, including teaching in secondary schools.

3. There are big cities in Egypt, but there are also small villages. Egyptian villages are among the poorest in the Middle East.

4. The Egyptian museum is distinguished by the fact that it is the largest in the Arab World, and the fact that its ruins are among the most ancient.

5. My son drew a picture of me in which I have a large head, two small eyes, two long ears and one hand. When my husband returned from work, he looked at the picture and recognized (knew) me.

6. The foreign minister and his friend were found guilty (were sentenced) in the Middle East oil matter. The people were convinced by this that the rights of each man are equal to the rights of his brother.

Drill 11. Vocabulary.

Rewrite the sentences below substituting for the underlined words synonyms from the following list; make all necessary changes:

خرجت ، بناء ، انصرفت ، أخذت ، يؤسس ، يجلس ، بيت

- ١ - يريد السياسي أن ينشئ حزبا جديدا .
- ٢ - ذهبت الوالدة بإبنها الصغير الى الطبيب .
- ٣ - دار كريم مفتوحة في كل وقت لكل غريب محتاج .

أ - الْجُمْلُ التَّمَهِيدِيَّةُ

A. Preparatory sentences

كتاب عن الاغاني العربية الحديثة

A Book about Modern Arabic Songs

١ - أَلْفَ باحْتٍ غربي معروف كتابا عن
الأغاني العربية الحديثة تم
طبعه في لندن .

A well-known western researcher has
written a book about modern Arabic
songs which was printed in London.

أَلَفَ - تَأَلَّفَ

II to compose, write

باحْتٍ - وَن

researcher

أَغْنِيَّةٌ - ات ، أَغَانٍ

song

طَبَعَ ، طُبِعَ

to print

تَمَّ - تَمَّامٌ

to be completed; to take place

٢ - يُعَدُّ هذا الكتاب اليوم من أهم
المصادر الأجنبية لدراسة
الأغنية الحديثة ويؤد كثير
من الناس ان يحصلوا عليه .

This book is considered today one of
the most important foreign sources for
the study of modern song, and many
people wish to obtain it.

عَدَّ ، عُدَّ

count, enumerate; consider, create, judge, keep for

مَصْدَرٌ - مَصَادِرُ

to count, compute; (with two acc.)
to consider (s.th.) to be (s.th.)

وَدَّ ، وُدَّ

origin; source

to wish, want, desire

٣ - يقول المؤلف إن الاغاني العربية
الحديثة تُصَوِّرُ الحياة الاجتماعية
والادبية في العالم العربي
الى حد بعيد .

The author says that to a great extent
modern Arabic songs depict social and
literary life in the Arabic world.

صَوَّرَ ، تَصَوَّيَرُ

II to paint, draw; to picture,
depict, portray

paint, draw; describe, represent, behave

٤ - يعتبر المؤلف أم كلثوم وفيروز
ومحمد عبد الوهاب وفريد الأطرش
من أشهر المغنيين العرب الذين
عاشوا في هذا القرن ووهبوا
حياتهم للفن .

The author considers Umm Kulthoum,
Fairouz, Muhammad Abd Al-Wahhab and
Farid Al-Atrash among the most famous
Arab singers who have lived in this
century and who have dedicated their
lives to art.

مُغَنٍّ - مُغَنِّونَ (مُغَنِّيَّةٌ - ات)
عاشَ ، عَيشَ ، مُعِيشٌ
وَهَبَ يَهَبُ ، هَبَ ، وَهَبٌ (ه ل)

singer, vocalist

to live, be alive

to give, grant, present (s.o.)

(s.th.), endow (s.o.) (with s.th.)

dear, beloved, dear

° The author says at the end of the book:

- يقول المؤلف في نهاية الكتاب :

نهاية - ات

end, termination

أ - إِنَّ مَكَانَةَ أُمِّ كُلْثُومٍ كَانَتْ أَعْلَى
مِنْ مَكَانَةِ أَبِي مُغْنِيَّةٍ أُخْرَى ، وَإِنَّ
مَدْرَسَةَ الْغِنَاءِ مَاتَتْ بِمَوْتِ
أُمِّ كُلْثُومٍ .

a. that the position of Umm Kulthoum is greater than that of any other singer, and that a school of singing died with the death of 'Umm Kulthoum.

أَيُّ

(in a question) which? what?; (in a statement) any, any...at all; (with negative) not any; no

مَاتَ ، مَوْتٌ

to die

ب - ان اغنية " زوروني كل سنة مرة " من اجمل الاغاني التي تغنيها فيروز .

b. that " زوروني كل سنة مرة " ["Visit me once every year"] is one of Fairouz's most beautiful songs.

مرة - ات

one time; once

ج - ان كثيرا من شعراء العرب المعاصرين ألفوا اغاني لمحمد عهدي الوهاب .

c. that many of the contemporary Arab poets have composed songs for Muhammad Abd Al-Wahhab.

شاعر - شعراء

poet

د - ان الاغاني المصرية انتشرت في الدول العربية كلها ، مما يدل دالة واضحة على تقدم الاغنية المصرية الحديثة .

d. that Egyptian songs have spread over all Arab countries, a thing which clearly indicates the advanced state of modern Egyptian song.

دَلَّ دَلَالَةً (على)

to show, point (to), indicate,
give evidence (of), demonstrat, probat

to be, become clear; to come to
light

sur clar, manifest,
evident, patente

وَضَحَّ يَضَحُّ ، وَضُوحٌ

هـ - انَّ بعض هذه الاغاني العربية يُولَّف
بالفصحى وبعضها الآخر يُولَّف
بالعامية .

e. that some of these Arabic songs
are composed in the literary language
and some in the colloquial.

المفردات الإضافية

Additional vocabulary

٦ - لا تزال الشعوب العربية تطالب
بالوَحْدَة . ولا أشك في أنها ستَحُلُّ
معظم مشاكلها قريباً .

The Arab people are still demanding
unity. And I do not doubt that they
will soon solve most of their problems.

وَحْدَةٌ - ات

unidad, unión, singularidad, comunidad

unity, union, unit

dudar, sospechar, recelar, desconfiar/de

to doubt, suspect, question

temer dudar, mostrarse escéptico

شَكَّ - شَكٌّ (في ، ب)

to solve, resolve; to disband,
dissolve, break up

desamidar, desatar,
desnacer, soltar,
aflojar, resolver, desentranar,
ditar, desbandar,
descomponer, analizar

حَلَّ - حَلٌّ

عَنَى ، عَنَاءٌ

to sing

ب - النص الاساسي

ابو الفرج الاصبهاني

ابو الفرج الاصبهاني من اشهر الادباء العرب . ولد في اصبهان

في نهاية القرن التاسع الميلادي . عاش اكثر حياته في بغداد ودرس

هناك الادب والشعر والتاريخ . ثم اتصل بسيف الدولة الحمداني أمير Prince

حلب الذي استقبله بكل ترحيب واکرام . مات ابو الفرج في بغداد في

Aleppo

النصف الثاني من القرن العاشر وقد وهب حياته للبحث والتأليف .

الف ابو الفرج كتب كثيرة لكن اشهرها هو " الاغاني " الذي

يُعدّ من اهم ما ألف في القرن العاشر وهو مصدر اساسي يودّ الباحثون

في تاريخ الادب العربي ان يحصلوا عليه . تمّ تأليف الكتاب في خمسين

عاماً ، وقد جمع المؤلف فيه اخبار المغنين والادباء والشعراء القدماء

منهم والمعاصرين له . ولكتاب " الاغاني " اهمية كبرى لانه يصوّر حياة

الحرب الاجتماعية والادبية في العصر الجاهلي حتى نهاية القرن التاسع

Pre-Islamic
era

ولأنه يدلّ دلالة واضحة على تطوّر الاساليب الكتابيّة . وقد ذكر المؤلف
في كتابه من الشعر القديم ما لم يذكره أيّ مؤلف آخر .

طبع كتاب الاغانى لأول مرّة فى بولاق بمصر فى النصف الثانى
من القرن التاسع عشر ، وهو عشرون جُزءاً كلّها جميلة اللغة سهلة
الاسلوب .

B. Basic text

Abū Al-Faraj Al-Isbahānī

Abū Al-Faraj Al-Isbahānī is one of the most famous of Arab men of letters. He was born in Isfahan at the end of the ninth century A.D. He lived most of his life in Baghdad and studied there literature, poetry, and history. Then he came in contact with Sayf Al-Dawla Al-Ḥamdānī, Prince of Aleppo, who received him with the warmest of welcomes and honor. Abū Al-Faraj died in Baghdad in the second half of the tenth century, having dedicated his life to research and writing.

Abū Al-Faraj wrote many books, but the most famous of them is Kitāb al-Aghānī, ("The Book of Songs") which is considered one of the most important things composed in the tenth century; it is a basic source, one that researchers in the history of Arabic literature desire to acquire. The composition of the book was completed in fifty years; the author collected in it information about singers, writers and poets both ancient and contemporary to him. Kitāb al-Aghānī is a book of major importance because it depicts the social and literary life of the Arabs from the Pre-Islamic era to the end of the ninth century, and because it gives clear evidence of the development of literary styles. In his book the author cites from ancient Arabic poetry things which have not been mentioned by any other writer.

Kitāb al-Aghānī was printed for the first time in Būlāq in Egypt in the

second half of the nineteenth century; it is in twenty volumes, all of them beautiful in language and easy in style.

C. Grammar and drills

ج - القواعد والتمارين

1. Doubled verbs: Form I
2. Doubled roots: Phonological rules
3. Defective nouns and adjectives
4. Verbs with two accusatives: Summary
5. Optional وَ 'and' in adjective strings

1. Doubled verbs: Form I

In a number of Arabic verbs the second and third radicals are identical. For example, the verb يَدُلُّ 'he points' has the root DLL, with the second and third radicals L; this kind of root is symbolized by FDD ("First, Doubled, Doubled"). Verbs with double roots are called doubled verbs.

Doubled verbs have two stems, a regular one if the inflectional suffix begins with a consonant (as in يَذْلُكْنَ 'they (f.p.) point', ya-dlul-na, just like يَذْرُسْنَ 'they (f.p.) study', ya-drus-na), and a doubled one if the suffix begins with a vowel (as in يَدُلُّ 'he points', ya-dull-u). A doubled stem is one where the second and third radicals are not separated by a vowel. The stems for the two tenses of Form I verbs are illustrated below:

	Pattern	Example
Perfect tense:		
Regular stem	FaDvD-	ذَلَّتُ 'I pointed'
Doubled stem	FaDD-	ذَلَّ 'he pointed'
Imperfect tense:		
Regular stem	-FDvD-	يَذْلُكْنَ 'they (f.p.) point'
Doubled stem	-FvDD-	يَدُلُّ 'he points'

As stated above, the regular stem occurs before suffixes beginning with a consonant (t- or n-), and the doubled stem occurs before vowels (-a, -aa, -u, -uu). If there is no inflectional suffix (indicated in the writing system with sukuun °), as in the jussive or imperative, there is a choice between using the regular stem or, usually, substituting the corresponding subjunctive form (without the ʔ prefix in the imperative, of course). Both of these are given in the chart below, which illustrates the full conjugation of the doubled verb دَلَّ 'to point, indicate'.

PERFECT		IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	دَلَّ	يَدُلُّ	يَدُلَّ	يَدُلْ / يَدُلُّ	أَدُلْ / دُلَّ
FS	دَلَّتْ	تَدُلُّ	تَدُلَّ	تَدُلْ / تَدُلُّ	
2 MS	دَلَّتَا	تَدُلَّا	تَدُلَّا	تَدُلْ / تَدُلُّ	
FS	دَلَّتِي	تَدُلِّي	تَدُلِّي	تَدُلِّي	
1 S	دَلْتُ	أَدُلُّ	أَدُلَّ	أَدُلْ / أَدُلُّ	
3 MD	دَلَّا	يَدُلَّانَ	يَدُلَّا	يَدُلَّا	دُلَّا
FD	دَلَّتَا	تَدُلَّانِ	تَدُلَّا	تَدُلَّا	
2 D	دَلَّتُمَا	تَدُلَّانِ	تَدُلَّا	تَدُلَّا	
3 MP	دَلُّوا	يَدُلُّونَ	يَدُلُّوا	يَدُلُّوا	دُلُّوا أَدُلُّنَ
FP	دَلَّلْنَ	يَدُلُّنَ	يَدُلُّنَ	يَدُلُّنَ	
2 MP	دَلَّلْتُمْ	تَدُلُّونَ	تَدُلُّوا	تَدُلُّوا	
FP	دَلَّلْتُنَّ	تَدُلُّنَ	تَدُلُّنَ	تَدُلُّنَ	
1 P	دَلَّلْنَا	نَدُلُّ	نَدُلَّ	نَدُلْ / نَدُلُّ	

Active Participle: دَالٌّ 'pointing, indicating'

Passive Participle: مَدْلُولٌ 'indicated'

Verbal Noun: دَلَالَةٌ 'indicating, indication'

The passive participles of doubled verbs are regular; the active participle

pattern for all Form I verbs, however, is FaADD (the i has been lost because the inflectional suffix begins with a vowel).

As with all Form I verbs, there is a great variety of verbal noun patterns, some verbs having more than one. All verbal noun patterns of doubled verbs, however, are regular in that they do not take any special shape because they are based on doubled roots. (Note, for example, the noun عَدَدٌ 'number' which has the regular stem ʿadad- even though a vowel follows.) In the Arabic writing system two contiguous identical consonants are, of course, written as one letter with shadda, so that the verbal noun pattern FaDD, which is exactly parallel to FaML, is written with two consonant letters, like عَدَّ 'counting' which is parallel to فَتَحَ 'opening; conquest'.

Now do Drill 1.

The verb دَلَّ has the stem vowel a in the perfect (as seen in the l.s. دَلَلْتُ 'I pointed', stem dalal-) and the stem vowel u in the imperfect. This is true of most Form I doubled verbs, and most of these are also transitive. There are two other types, both of which are illustrated in this lesson. One is تَمَّ 'to be completed', which has a in the perfect and i in the imperfect; most such verbs are intransitive. The patterns for the regular and doubled stems of this type of verb are

	Pattern	Example
Perfect:		
Regular stem	FaDaD-	تَمَمْنَ 'they (f.p.) were completed'
Doubled stem	FaDD-	تَمَّ 'it was completed'
Imperfect:		
Regular stem	-FDiD-	يَتَمَمْنَ 'they (f.p.) will be completed'
Doubled stem	-FiDD-	يَتَمَّ 'it will be completed'

(The verb ^{سَ}تَم itself occurs only in the third person masculine singular or feminine singular. The feminine plural, which is possible in poetry in case of personification, is given above for purposes of illustration.)

The final type has i in the perfect and a in the imperfect, like وَدَّ 'to wish, want; to love, like,' and ظَلَّ 'to continue, keep doing s.th.'. The patterns for this type are

	Pattern	Example
Perfect tense:		
Regular stem	FaDiD-	وَدِدْتُ 'I wished'
Doubled stem	FaDD-	وَدَّ 'he wished'
Imperfect tense:		
Regular stem	-FDaD-	يُودِدْنَ 'they (f.p.) wish'
Doubled stem	-FaDD-	يُودَّ 'he wishes'

The three types of stem-vowel patterns are compared below:

Perfect	Imperfect	Example
a	u	دَلَّ - يَدُلُّ 'to point'
a	i	تَمَّ - يَتِمُّ 'to be completed'
i	a	وَدَّ - يُودُّ 'to wish' (وَدِدْتُ 'I wished')

Now do Drill 2.

Passive voice of doubled verbs.

Doubled verbs likewise have two stems in the passive voice. The stems are the same as for the active voice, the only difference being the use of the passive vowel patterns u - i (perfect passive) and u - a (imperfect passive) instead of the various active patterns.

The stems are:

Passive Voice	Pattern	Example
Perfect tense:		
Regular stem	FuDiD-	عُدِدْتُ 'I was considered'
Doubled stem	FuDD-	عُدَّ 'he was considered'
Imperfect tense:		
Regular stem	-FDaD-	يُعَدِّدْنَ 'they (f.p.) are considered'
Doubled stem	-FaDD-	يُعَدَّ 'he is considered'

Except for the difference in vowel pattern, passive doubled verbs are conjugated just like active ones. (There is, of course, no passive imperative.)

The following chart summarizes the principal parts of the Form I doubled verbs that we have had so far including حَلَّ 'to solve' and شَكَّ 'to doubt, suspect' whose verbal nouns we have had:

	حَلَّ	شَكَّ	دَلَّ	عَدَّ	تَمَّ	ظَلَّ	وَدَّ
Perfect 3MS tense 1 S	حَلَّ حَلَّتْ	شَكَّ شَكَّتْ	دَلَّ دَلَّتْ	عَدَّ عَدَّتْ	تَمَّ —	ظَلَّ ظَلَّتْ	وَدَّ وَدَّتْ
Imperfect tense 3 MS 3 FP	يَحُلُّ يَحُلُّنَ	يَشْكُ يَشْكُنَ	يَدُلُّ يَدُلُّنَ	يُعَدُّ يُعَدُّنَ	يَتِمُّ —	يُظَلُّ يُظَلُّنَ	يُودُّ يُودُّنَ
Act. part.	حَالٌّ	شَاكٌّ	دَالٌّ	عَادٌّ	تَامٌّ	ظَالٌّ	وَادٌّ
Pass. part.	مَحْلُولٌ	مَشْكُوكٌ فِيهِ	مَدْلُولٌ	مَعْدُودٌ	—	—	—
Verbal noun	حَلٌّ	شَكٌّ	دَلَالَةٌ	عَدٌّ	تَمَامٌ	ظَلٌّ ، ظُلُولٌ	وُدٌّ

When doubled verbs are introduced in future vocabularies the perfect stem vowel is to be understood to be a unless the 1 S perfect form is given, e.g.

وَدَّ (وَدِدْتُ) ، وُدٌّ to wish, want

As a general rule, the perfect stem vowel is i when the imperfect stem vowel is a.

Now do Drill 3.

Drill 1. (On tape) Conjugation: FaDaD.

Drill 2. (On tape) Conjugation: FaDiD.

Drill 3. Written.

Rewrite the verb in parenthesis in the passive, making all necessary changes.

- ١ - (عدّ) الكويت من أغنى الدول العربية بالزيت .
- ٢ - في مصر أديبات (عدّ) من أشهر الأديبات العربيات .
- ٣ - لم (عدّ) هذا الكتاب هاماً عندما نشره ، لكنه (عدّ) الآن من أهم الكتب .
- ٤ - لم (حلّ) المشكلة الى الآن ، لعلّها (حلّ) قريباً .
- ٥ - لن (حلّ) مشكلاتنا بدون التعاون التام .

2. Doubled roots: Phonological rules

This note is provided as supplementary to the basic information given in note 1 above; it provides an explanation of the changes peculiar to doubled roots in terms of pronunciation, or phonological rules. As usual, F means "first radical"; M means "second radical"; L, "third radical"; D, "either of two identical radicals"; C, "any consonant"; and v, "any vowel".

This discussion deals exclusively with verbs and adjectives; it does not involve nouns in general.

The basic assumption is that there is a tendency for two identical consonants separated by a short vowel to cluster together; thus DvD → DD. We must also bear in mind the fact that a sequence of three consonants in a row (e.g. ddn) is impossible in Arabic. The following rules must be applied in the order given; that is, Rule D2 applies only when the condition for Rule D1 is not satisfied; and Rule D3 applies when the conditions for Rule D1 and Rule D2 do not apply.

Rule D1. If the second D is not followed by a vowel, there is no change.
(Period . signifies end of word.)

Formula	$\left. \begin{array}{l} \text{DvDC} \\ \text{DvD}_\bullet \end{array} \right\} \rightarrow \text{no change}$	
Examples	^c adadtu	عَدَدْتُ 'I counted'
	wadidtu	وَدِدْتُ 'I wished'
	ya ^c dudna	يَعْدُدْنَ 'they (f.p.) count'
	yawdadna	يَوَدِدْنَ 'they (f.p.) wish'
	ya ^c dud.	لَمْ يَعْدُدْ (لَمْ يَعُدْ) 'he did not count'
	yawdad.	لَمْ يَوَدِدْ (لَمْ يَوَدَّ) 'he did not wish'

There is likewise no change if one of the D's is itself doubled, as in Form II and V verbs (قَرَّرَ II 'to decide', or تَعَدَّدَ V 'to be numerous').

Rule D2. If the first D is immediately preceded by a consonant, that D switches places with the following vowel.

Formula	CDvDv	→	CvDDv	
Examples	ya ^c <u>du</u> du	→	ya ^c <u>u</u> ddu	يَعُدُّ 'he counts'
	yaw <u>da</u> du	→	yaw <u>a</u> ddu	يَوَدُّ 'he wishes'
	?a <u>jda</u> du	→	?a <u>a</u> jddu	أَجَدُّ 'newer'
	?a ^c <u>zizaa</u> ?u	→	?a ^c <u>i</u> zzaa?u	أَعَزَّاءُ 'dear' (p.)
	?a <u>ṭbibaa</u> ?u	→	?a <u>i</u> ṭibbaa?u	أَطِبَّاءُ 'doctors'

Notes: (1) أَجَدُّ exemplifies the elative pattern for doubled roots:

Strong root	?aFMaLu (relative)
Doubled root	?aFDaDu → ?aF'aDDu (relative)

(2) أَعَزَّاءُ exemplifies the ?aFMiLaa?u broken plural pattern for doubled roots (see L. 13, C. 3, pattern 12):

Strong root	FaMiil → ?aFMiLaa?
Doubled root	FaDiid → ?aFDiDaa? → ?aFiDDaa?u

Rule D3. A short vowel between the two identical consonants is dropped.

Formula	vDvDv	→	vDDv	
Examples	^c adada	→	^c adda	عَدَّ 'he counted'
	wadida	→	wadda	وَدَّ 'he wished'
	labuba	→	labba	لَبَّ 'he became intelligent'
	taamimun	→	taammun	تَامَّ 'complete'

Summary chart of changes:

vDvDv	→	vDDv	عَدَّ 'he counted'
CDvDv	→	CvDDv	يَعْدُ 'he counts'
			أَجَدَّ 'newer'

3. Defective nouns and adjectives

Inflectional types of nouns and adjectives include triptotes, diptotes, duals, sound plurals, indeclinables and invariables; these have all been described. The last of the inflectional types is a group known as defective nouns and adjectives. These words take nunation, but have only two case endings (nominative and genitive being the same). There are both singular and plural defectives; the latter do not take nunation in the accusative indefinite. The forms of the singular noun مُغَنٍّ 'singer' and the plural noun أَغَانٍ 'songs' are shown below as examples:

	Indefinite			Definite
<u>Singular</u>	Nom./Gen.	مُغَنٍّ	'singer'	الْمُغَنِّي
	Acc.	مُغَنِّيًا		الْمُغَنِّيَ
<u>Plural</u>	Nom./Gen.	أَغَانٍ	'songs'	الْأَغَانِي
	Acc.	أَغَانِيًا		الْأَغَانِيَّ

Note the following points:

(1) The nominative and genitive case forms are always identical, ending in -in when indefinite and ii when definite.

(2) The accusative forms are all quite regular; that is, they are exactly like non-defective words of the same pattern, with Y serving as the last radical. For example, the accusative مُعْنِيًا (root G N Y) is exactly like the accusative مُدْرِسًا 'teacher' (root D R S), as the diagram below shows:

mu	d	a	rr	i	s	an
mu	g	a	nn	i	y	an

(3) The plural accusative indefinite forms also are regular in not taking nunation since plural defectives all have diptote patterns. Thus the accusative indefinite أَغَانِي 'songs' is exactly like the accusative indefinite of the diptote أَجَانِبَ 'foreigners', which has the same pattern:

?a	j	aa	n	i	b	a
?a	g	aa	n	i	y	a

It is the nominative/genitive indefinite forms of plural defectives which are irregular, since they take nunation even though they have diptote patterns.

Defectives result when a root with last radical W or Y is combined with a pattern which has stem vowel i. To show how this works, let us consider two roots combined with the pattern FaaMiL. (This is the pattern for ordinal numbers, among other things.) The root X M S (a strong root, with no W or Y), combined with this pattern, gives the stem xaamis- خَامِسَ 'fifth', and regular case endings and nunation can be added to this stem with no problem. The root Θ N Y however, combined with the same pattern, gives the stem Θaaniy- 'second'. If we added the regular case endings and nunation to this stem the following forms would result:

	<u>Indefinite</u>	<u>Definite</u>
Nom.	(<u>θaaniyun</u>)	(?aθθaaniyu)
Gen.	(<u>θaaniyin</u>)	(?aθθaaniyi)
Acc.	θaaniyan	?aθθaaniya

The forms in parentheses are not possible Arabic words, as they contain sequences (underlined above) which are not permitted by the phonological structure of the language. Such sequences are automatically changed as follows:

-iyun } -iyin }	→ -in	-iyu } -iyi }	→ -ii
--------------------	-------	------------------	-------

Thus both θaaniyun (nominative) and θaaniyin (genitive) become θaanin ثَانٍ , and both ?aθθaaniyu and ?aθθaaniyi become ?aθθaani الثَّانِي. The sequences -iyan and -iya, which occur in the accusative, are permitted, and the accusative forms therefore remain unchanged. Following is a list of the defective nouns and adjectives which have occurred so far:

Singulars		Plurals	
ثَانٍ	'second'	أَغَانٍ	'songs'
عَالٍ	'high'	كُرَاسٍ	'chairs'
جَائٍ	'coming'	لَيَالٍ	'nights'
مُغَنٍّ	'singer'		
مُسَاوٍ	'equal'		

The feminine forms corresponding to masculine defectives are regular. This is so because when the feminine suffix -a(t)- ة is added to a stem ending in -iy-, the resulting sequence -iya(t)- is a permissible one: thus the feminine stem of عَالٍ (stem ʕaaliy-) is ʕaaliya(t)- عَالِيَةٌ, and endings may be added to this as to any feminine stem ending in ة. Contrast the

masculine and feminine forms of عال 'high' below:

Indefinite	
Masculine	Feminine
Nom. عال	عَالِيَةٌ
Gen. عال	عَالِيَةٍ
Acc. عَالِيًّا	عَالِيَةً
Definite	
Nom. العالي	العَالِيَةُ
Gen. العالي	العَالِيَةِ
Acc. العالي	العَالِيَةَ

The masculine dual forms are also regular, for the same reasons. (The feminine duals are formed regularly from the feminine singular.)

	Masculine	Feminine
Nom.	عَالِيَانِ	عَالِيَتَانِ
Gen./Acc.	عَالِيَيْنِ	عَالِيَتَيْنِ

The masculine sound plural forms, however, are again the result of regular phonological changes. To illustrate, let us take the (singular) stem muganniy- 'singer', and add to it the masculine sound plural endings:

Nom.	(muganniy <u>uuna</u>)
Gen./Acc.	(muganniy <u>iina</u>)

These forms are not possible, as they contain the unpermitted sequences -iyuu- and -iyii-. Such sequences are automatically changed, as follows:

-iyuu-	→	-uu-
-iyii-	→	-ii-

Thus the actual sound plural forms are:

Nom.	mugannuuna	مُغَنُّونَ
Gen./Acc.	muganniina	مُغَنِّينَ

The feminine sound plurals are formed regularly from the feminine singular:

Nom.	مُغَنِّيَاتٌ
Gen./Acc.	مُغَنِّيَاتٍ

Now do Drills 4 and 5.

Note that the citation form of defective nouns and adjectives is the nominative singular indefinite, e.g. 'singer', مُغَنٍّ, 'high', عالٍ.

Drill 4. Written. Definite → indefinite.

Make the underlined expressions indefinite; then vocalize them.

- ١ - تزوّجت صديقتي المغنيّ اللبنانيّ .
- ٢ - تحدّثت ايضاً الى الطالب الثاني .
- ٣ - المتحف الوطنيّ هو البناء العالي .
- ٤ - سمعت الاجاني الجديدة التي تُغَنِّيها فيروز .
- ٥ - قرأت كتاباً عن المغنيّ اللبنانيّ الذي رحل الى مصر .
- ٦ - ألّفت كتاباً عنوانه " الليالي الثلاث " .
- ٧ - استمعنا لمحاضرة عن السدّ المساوي في اهميته لسدّ أسوان .

Drill 5. Written.

Rewrite the words in parentheses in their correct form.

- ١ - من الـ (مغنّ) الذي حضر الحفلة ؟
- ٢ - كان في الحفلة (مغنّ) كثيرون .
- ٣ - صديقي أمريكيّ ، لكنه يعرف شيئاً عن الـ (أغان) العربية .
- ٤ - ترك أبي بيروت بعد ثلاث (ليلة) حاملاً هدايا كثيرة في يده .

- ٥ - قرأت المقالة الأولى أمس ، وسأقرأ المقالة (ثان) اليوم .
- ٦ - أقامت مصر سداً (عال) ، وهو قريب من أسوان .
- ٧ - سمعت (أغان) أمريكية كثيرة ، وقد أعجبني بعضها .
- ٨ - لعلّ ال (مغنّ) اللبنانية فيروز أشهر ال (مغنّ) العربيات ، ولعلّ ال (مغنّ) المصري عبّو الوهاب أشهر ال (مغنّ) العرب .
- ٩ - نساء أمريكا (مساو) للرجال في الحقوق ، لكنّ النساء في بعض الدول لسن (مساو) للرجال .
- ١٠ - عبّو الحليم حافظ وفريد الأطرش (مغنّ) مشهوران .
- ١١ - كانت أمّ كلثوم وأسّميان (مغنّ) من أشهر (مغنّ) اللواتي عرفهنّ العالم العربيّ .
- ١٢ - أعجبني (أغنية) نانسي سينا ترا !
- ١٣ - هذه المقالة هامّة جدّا ، وهاتان (مساو) لها في الاهمية .

4. Verbs with two accusatives: Summary

Verbs that take two accusatives are of three types: (1) verbs of giving, after which the first accusative is the recipient (indirect object) and the second accusative is the thing given (direct object), e.g.

<p>مَنَحُوا الطُّلَّابَ حَقَّ الْإِنْتِخابِ . 'They granted students the right to vote.'</p>
--

(2) verbs of considering where the referent of the first accusative is considered to be equivalent to what is designated by the second accusative, e.g.

<p>إِعْتَبَرُوا وَلِيداً قَائِداً عَظِيماً . 'They considered Walid a great leader.'</p>
--

and (3) verbs of transforming, where the referent of the first accusative is caused to become what is designated by the second accusative, as in

<p>إِنْتَخَبُوا كَرِيماً رَئِيساً . 'They elected Karim president.'</p>

A few comments will be given about each of these types. The term "accusative" will apply here to nouns, pronouns and adjectives; in type (2) the second accusative may be a prepositional phrase, e.g.

• اَعْتَبَرُوهُ مِنْ اَعْظَمِ الْاُدْبَاءِ . 'They considered him one of the greatest writers.'

(1) Verbs of giving. In addition to مَنَحَ 'to grant' there are various verbs meaning "to give", such as يَهَبُ - وَهَبَ 'to give, donate'. وَهَبَ differs from مَنَحَ in that a variation from the two-accusative construction is often encountered; in addition to the sentence

• وَهَبَ بِلَادَهُ حَيَاتَهُ . 'He gave his country his life.'

one can also say

• وَهَبَ حَيَاتَهُ لِبِلَادِهِ . 'He gave his life for ("to") his country.'

Another example:

• وَهَبُوا الْمُرَاسِلَ سَيَّارَةً . 'They gave the reporter a car.'
• وَهَبُوا سَيَّارَةً لِلْمُرَاسِلِ . 'They gave a car to the reporter.'

Verbs that, like وَهَبَ , can take either two accusatives or an accusative object and a prepositional phrase with لِ will be identified in the vocabularies by the notation "(ل or ه)".

(2) Verbs of considering include verbs such as:

اَعْتَبَرَ	'to consider' (s.o.) (s.th.)
عَدَّ	'to consider' (s.o.) (s.th.)
رَأَى	'to regard, consider' (s.o.) as (s.th.)
وَجَدَ	'to find' (s.o.) (to be) (s.th.)
عَرَفَ	'to know' (s.o.) as (s.th.)

(Notice that رَاعَتْقَد is not a verb of considering.) In the sentence

نُعْتَبِرُهَا أَكْثَرَ الطَّلَابِ وَالطَّالِبَاتِ إِخْلَاصًا .	'We consider her the sincerest of all the students.'
--	--

the two accusatives are equivalent to

هِيَ أَكْثَرُ الطَّلَابِ وَالطَّالِبَاتِ إِخْلَاصًا .	'She is the sincerest of all the students.'
---	---

That is to say that after verbs of considering the two accusatives stand in a relationship to each other of subject and predicate in an equational sentence.

(3) Verbs of transforming include

عَيَّنَ	'to appoint' (s.o.) (s.th.)
جَعَلَ ، جَعَلُ	'to make' (s.o.) (s.th.)
إِنتَخَفَ	'to elect' (s.o.) (s.th.)

These verbs cause something (the first accusative) to change to something different (the second accusative), as in

إِنتَخَبُوا كَرِيمًا رَئِيسًا .	'They elected Karim president.'
---------------------------------	---------------------------------

This sentence is equivalent to

أَصَحَّ كَرِيمٌ رَئِيسًا نَتِيجَةً لِّإِنتِخَابِهِمْ .	'Karim became president as a result of their election.'
--	---

Passive of verbs with two accusatives. Any of the constructions above can be made passive by (a) omitting the subject of the active verb, as usual; (b) making the first accusative the subject of the passive verb. The second accusative (or prepositional phrase in its place) remains unchanged. Illustrations:

(1) Verbs of giving:

Active:

• وَهَبَتْ أَوْلَادَهَا مِئَةَ رِيَالٍ 'She gave her children a hundred rials.'

Passive:

• وَهِبَ أَوْلَادُهَا مِئَةَ رِيَالٍ 'Her children were given a hundred rials.'

Active:

• وَهَبَتْ مِئَةَ رِيَالٍ لِأَوْلَادِهَا 'She gave a hundred rials to her children.'

Passive:

• وَهِبَتْ مِئَةُ رِيَالٍ لِأَوْلَادِهَا 'A hundred rials were given to her children.'

(2) Verbs of considering:

Active:

• عَدَدْنَا الْمَلِكَ فَيَصِلُ مِنَ أَعْظَمِ الْقَوَادِرِ الْعَرَبِ. 'We considered King Faisal one of the greatest Arab leaders.'

Passive:

• عُدَّ الْمَلِكُ فَيَصِلُ مِنَ أَعْظَمِ الْقَوَادِرِ الْعَرَبِ. 'King Faisal was considered one of the greatest Arab leaders.'

(3) Verbs of transforming:

Active:

• عَيَّنُوهُ وَزِيرًا أَمْسَ. 'They appointed him minister yesterday.'

Passive:

• عُيِّنَ وَزِيرًا أَمْسَ. 'He was appointed minister yesterday.'

Now do Drills 6 and 7.

Drill 6. Written. Verbs with two accusatives.

1. Paraphrase the following sentences by changing the underlined verb and making any other necessary changes. Ex.

'Some people consider Arabic to be one of the most beautiful of languages.'

يعتبر بعض الناس اللغة العربية من أجمل اللغات . ←

'Some people believe that Arabic is one of the most beautiful of languages.'

يعتقد بعض الناس أنّ اللغة العربية من أجمل اللغات .

- ١ - تعتبر منظمة الأمم المتحدة من أهم المنظمات العالمية .
- ٢ - يُعدّ أبو الفرج الأصبهاني من أعظم الأدباء العرب الذين عاشوا في القرن التاسع .
- ٣ - منحت مصر نساءها حق العمل .
- ٤ - اعتبر جامعة هارفارد من أعظم الجامعات الأمريكية .
- ٥ - اعتقد ان الحصول على الدكتوراه من هذه الجامعة مشكلة .
- ٦ - عينها المدير مساعدة له .
- ٧ - اصبح رئيسا للجمهورية نتيجة للانتخابات الأخيرة .

Drill 7. Written.

From the verbs in parentheses choose the most appropriate one to fill in the blank in each of the following sentences:

- ١ - هل — موريتانيا دولة عربية ؟ (تمنح ، تقع ، تعدّ)
- ٢ - أحبته و — قلبها . (عينته ، تزوجته ، وهبته)
- ٣ - — الشعب رئيسا جديدا للجمهورية . (انتخب ، عين ، منح)
- ٤ - — الوزير رئيسا للجامعة . (انتخب ، عين ، وهب)
- ٥ - — أنّ قناة السويس أهم من قناة بناما . (اعتقد ، أعدّ ، أنتخب)
- ٦ - لا — هذا المؤلف من المؤلفين المشهورين . (نعتبر ، نعتقد ، نمنح)

5. Optional 'and' in adjective strings

In English, when two or more adjectives precede a noun, they are not normally connected by "and", for example "a long, hard lesson". When the series of adjectives is in the predicate position, however, "and" is required:

"The lesson is long and hard." In Arabic, **وَ** 'and' is normally not used between adjectives in a noun-adjective phrase, and may also be omitted in a series of predicate adjectives:

الدَّرْسُ الطَّوِيلُ الصَّعْبُ	'the long, hard lesson'
• الدَّرْسُ طَوِيلٌ صَعْبٌ •	'The lesson is long (and) hard.'

These comments also apply to adjective *idāfas*, e.g.

عِشْرُونَ جُزْءًا كُلُّهَا جَمِيلَةٌ اللُّغَةُ	'...twenty volumes, all of which
سَهْلَةٌ الْأُسْلُوبُ •	are beautiful of language (and) easy of style.'

Modifiers of nouns may be adjectives or adjectival *idāfas*, as illustrated above. They may also be phrases, e.g. رَجُلٌ مِنْ مِصْرَ 'a man from Egypt', or clauses, e.g. الرَّجُلُ الَّذِي قَابَلْتُهُ 'the man whom I met'. A string of phrases or a string of clauses are usually joined by **وَ** :

رَجُلٌ يَدُونِ خِبْرَةٍ وَيَدُونِ شَهَادَاتٍ	'a man without experience and without degrees'
رَجُلٌ أُحِبُّهُ وَأَحْتَرِمُهُ	'a man whom I like and respect'

If combinations of types of modifiers occur, the normal order of occurrence is (1) adjectives, (2) adjectival *idāfas*, (3) prepositional phrases, and (4) clauses. The conjunction **وَ** is not then used to link them:

السَّيِّدُ فَرِيدٌ رَجُلٌ مَعْرُوفٌ حَسَنُ الْأَخْلَاقِ	'Mr. Farid is a well-known man of
مِنْ مِصْرَ يَعْمَلُ فِي مُنْظَمَةِ الْأُمَمِ الْمُتَّحِدَةِ •	excellent character from Egypt who works at the United Nations.'

Now do Drill 8.

Drill 8. Deletion of **وَ** .

Read the following sentences deleting the conjunction **وَ** which joins the

modifiers in each of the following sentences. Translate each sentence.

- ١ - " الحياة " جريدة سياسية ويومية .
- ٢ - روكفلر رجل غنيّ ومعروف .
- ٣ - مصر دولة عربية وإسلامية .
- ٤ - منظمة الأمم المتحدة منظمة سياسية ودولية .
- ٥ - أكثر دروس هذا الكتاب صعبة وغير واضحة .
- ٦ - قابلت هنا رجلا قصيرا وقبيح الوجه .
- ٧ - " الاهرام " جريدة هامة ومعروفة .
- ٨ - أنت صديق عزيز ومخلص .
- ٩ - بعض الجرائد العربية صعبة اللغة وقبيحة الاسلوب .
- ١٠ - رجع سعيدا وضاحكا .

D. Comprehension passage

د - نصوص للفهم

Read the following passage and then do Drill 9, which is based on it.

الوحدة العربية

كان الرئيس جمال عبد الناصر من الذين عملوا على تحقيق
الوحدة العربية . وقد عمل ايضا على تقدّم العلاقات مع الدول الاسلامية
والأفريقية غير العربية . African
وفي بداية النصف الثاني من هذا القرن اتحدت دولتان عربيتان
هما مصر وسوريا واصبحتا تعرفان باسم " الجمهورية العربية المتحدة " .
وقد كان جمال عبد الناصر القائد الذي حقق الوحدة .
رحب الناس في سوريا ومصر بالوحدة كل الترحيب ، واحتفلوا بها
sang والف عنها شعر كثير وغنى هذا الشعر أشهر المغنين العرب . لكنّ
الوحدة لم تدم سوى ثلاث سنوات . ولا يزال كثير من العرب حتى اليوم
يعتقدون أنّ الوحدة العربية هي الفكرة التي تجمعهم معا . وهم يحتفرون

one of the forms of

• الجامعة العربية صورة من صور الوحدة . The Arab League

Somalia وفي السنوات الاخيرة اصحت موريتانيا والصومال عضوين فسي

Mauritania

consolidating الجامعة العربية . وقد ساعد ذلك على توطيد العلاقات مع الدول الافريقية عامة .

Drill 9. Written. True/false.

صواب أم خطأ

In the light of the foregoing passage, indicate which of the following statements are true and which are false.

- ١ - عمل جمال عبد الناصر على تقدّم العلاقات بين العرب فقط .
- ٢ - كان لبنان عضوا في " الجمهورية العربية المتحدة " .
- ٣ - تم الاتحاد بين مصر وسوريا في زمن جمال عبد الناصر .
- ٤ - الصومال عضو في الجامعة العربية .
- ٥ - موريتانيا ليست بلدا افريقيا .
- ٦ - قاوم المصريون الاتحاد مع سوريا .
- ٧ - ليس في العالم العربي منظمة تجمع العرب معا .
- ٨ - لا يعتبر العرب الوحدة امرا هاما .

E. General drills

هـ - التمارين العامة

Drill 10. Written. Completion.

In column (a) give the verbal noun, in (b) its pattern and in (c) another verbal noun of the same pattern.

(c)	(b)	(a)
Ex. قبول 'acceptance'	FuMuUL	وصول وصل

عقد
نام
فكّر
راسل
احضر
تطلب
تناول
استطاع
ازداد
انصرف
حضر

Drill 11. Written. Sentence formation.

Form a sentence in which the items in parentheses modify the preceding noun. Do not change the form of the noun.

- ١ - الرئيس (وهب حياته) .
- ٢ - المؤلفتان (كتبتا عن حقوق المرأة) .
- ٣ - رجلان (جاءا الى أمريكا) .
- ٤ - أدباء (أسلوبهم جميل) .
- ٥ - الاستاذات (من العالم العربي) .
- ٦ - القواد (قاوموا الحكم) .
- ٧ - طبيبة (تحدثت في أحد كتبها) .
- ٨ - المرأة (تطالب بحقوقها) .
- ٩ - دول (تمتاز بجمالها) .

Drill 12. Written. Passive → active.

Change the sentences to the active, using the most appropriate agent from the following list. Indicate where more than one agent can be used and which ones.

الاستاذ ، رئيس الوزراء ، فيروز ، المساعد ، زوجتي ، الوزراء ، الحقوق ،
المستشرقون ، رئيس الجمهورية ، الجامعة ، التجارة ، الحكومة ، المغنون
الناس ، الصناعة ، المقاومون ، ابني .

- ١ - ذهب به الى مكتب المدير .
- ٢ - يُحترم الرجل الذي يقدم خدمات للوطن .
- ٣ - تُرجمت بعض كتب الجاحظ الى اللغات الأوروبية .
- ٤ - سوف يؤجّل اجتماع الوزراء الى الاسبوع القادم .
- ٥ - سوف يُخرج عدد كبير من الاطباء هذا العام .
- ٦ - مُنع المقاومون لرئيس الجمهورية من ترك البلاد .
- ٧ - سيسأل عنه قريبها .

Drill 13. Translation.

- أ - رجع اخي من لندن بعد أن درس الأدب الانكليزي هناك أربعة أعوام .
وقد احتفل برجوعه احتفالا كبيرا حضره الاهل وعدد كبير من الاصدقاء .
- ب - كانت ليبيا الى زمن قريب من الدول العربية الفقيرة ، أمّا اليوم
فهي من اغنى دول الشرق الاوسط لان انتاجها من الزيت ازداد ازديادا
كبيرا .
- ج - يعتبر المسلمون اسلوب القرآن اجمل اساليب الكتابة العربية ،
ويعتبرون اساليب الكتاب المعاصرين اقلّ جمالا ، اما اللهجات
العامية فاكثر العرب يفضلون ألا تستخدم في كتابة الادب .
- د - سمعت في نشرة الاخبار ان منظمة التحرير الوطني اصدرت تقريراً يربط liberation
tion

فيه بين تحسين الوضع الاقتصادي وبداية مقاومة الحكومة ، فاخرج
الرئيس قائد المنظمة من البلد .

هـ - هناك روابط هامة بين اعضاء العائلة العربية .

و - اخذ الطلاب يتعلمون المفردات الجديدة التي جاءت في الدرس .

أ - الْجَمْلُ التَّمَهِيدِيَّةُ

A. Preparatory Sentences

دراسة

A Study

عن الاماكن المقدسة

of Holy Places

١ - أُعِدَّ صديق لي - وهو استاذ الدراسات
الاسلامية في جامعة دمشق - دراسة
طويلة عن الاماكن المقدسة
في الشرق الاوسط .

A friend of mine, who is Professor
of Islamic Studies at the University
of Damascus, has prepared a lengthy
study of the holy places in the
Middle East.

أَعَدَّ ، إَعْدَادُ
مُقَدَّسٌ - وَنَ
مَكَانٌ - أَمَاكِينُ

IV to prepare, make s.th. ready

holy, sacred
place

٢ - اِسْتَمَرَّ اعداد هذه الدراسة ثلاثة
اعوام وقد بحث المؤلف موضوعه

The preparation of the study lasted
three years; the author had re-
searched his subject well and thor-
oughly.

بحثاً حَسَنًا شاملًا / شَوْوَلْ
compréhensif, exhaustif, approfondi, intensif

اِسْتَمَرَّ ، اِسْتِمْرَارُ
durée, continué, persévérer

X to last; to continue, persist,
keep on

حَسَنٌ - حَسَانٌ
beau, bon, excellent, magnifique
tema, objeto, materia

good, fine, excellent,
beautiful hermoso, bello,
bueno, excelente, correcto

٣ - اِهْتَمَّتْ جامعة الرياض بالدراسة
ونشرت في العام الماضي .

The University of Riyadh took an
interest in the study and published
it last year.

اِهْتَمَّ ، اِهْتِمَامٌ (ب)
ماضٍ - ماضون / مواضي
preoccupation (de, par)
intéresse (en)
inquiétude (pour)

VIII to take an interest (in)
show concern (over)

past, bygone; last (time)
pasado, pretérito, transcurrido

٤ - قال الكاتب في دراسته :
الشرق الاوسط مهد الاديان الثلاثة :
المسيحية و اليهودية و الإسلام .

The author says in his study, "The
Middle East is the cradle of the
three religions: Christianity,
Judaism, and Islam."

[مَهْدٌ - مُهَوْدٌ]
دينٌ - اُديانٌ
المسيحية
اليهودية
الإسلام

[cradle, bed] cama, cuna, origen

religion

Christianity

Judaism

Islam

٥ - الْقُدْسُ مدينة مقدّسة عند كلّ
هذه الأديان. ففيها الأماكن
المقدّسة التالية :-
المَسْجِدُ الْأَقْصَى وَفَيْتُ الصَّخْرَةَ
وَكَنِيسَةُ الْقِيَامَةِ وَحَائِطُ الْمُهَكِّي.

الْقُدْسُ
تال
[المَسْجِدُ الْأَقْصَى]
[فَيْتُ الصَّخْرَةَ]
[كَنِيسَةُ الْقِيَامَةِ]
[حَائِطُ الْمُهَكِّي]

Jerusalem is a holy city for all
these religions. For in it are the
following holy places: the Al-Aksa
Mosque, the Dome of the Rock, the
Church of the Holy Sepulchre ("the
Church of the Resurrection") and
the Wailing Wall.

Jerusalem

following, subsequent, next

[Al-Aksa Mosque]

[The Dome of the Rock] la Cúpula de la Roca

[The Church of the Holy
Sepulchre]

[The Wailing Wall] resurrección قِيَامَةِ

٦ - يزور القدس المسلمون والمسيحيون
واليهود من جميع بلدان العالم.
يزور المسيحيون أيضا بَيْتَ لَحْمٍ
ويزور المسلمون مَكَّةَ والمَدِينَةَ.

مَسِيحِيّ - وَن
يَهُودِيّ - يَهُود
[بَيْتَ لَحْمٍ]
[مَكَّةَ]
[المَدِينَةَ]

Muslims, Christians, and Jews from
all countries of the world visit
Jerusalem. The Christians also
visit Bethlehem, and the Muslims
visit Mecca and Medina.

Christian

Jew, Jewish

[Bethlehem]

[Mecca]

[Medina]

٧ - ذكر صديقي في دراسته أنّ في
مَكَّةَ الآن بعض الفنادق الحديثة.

فُنْدُق - فَنَادِقُ

My friend mentions in his study
that there are now some modern
hotels in Mecca.

hotel

٨ - وَعَدَنِي صَدِيقِي مُنْذُ ثَلَاثَةِ اسَابِيعٍ
بِأَنِّي يَرْسِلُ إِلَيَّ نُسْخَةً مِنَ الدِّرَاسَةِ.
وَقَدْ أَرْسَلَهَا هَذَا الْإِسْبُوعَ فَشَكَرْتُهُ
كُلَّ الشُّكْرِ.

وَعَدَ يَعِدُ ، وَعَدَ (بـ)
مُنْذُ

My friend promised me three weeks
ago to send me a copy of the study.
He sent it this week, and I thanked
him heartily.

to promise s.o. (s.th.)

since; ago; since the time that

نُسْخَة - نُسْخ
شَكَرَ ، شُكْرٌ (على)

copy
agradecido, dar gracias (por)
to thank s.o., be thankful,
grateful (for)

المفردات الاضافية

Additional vocabulary

٩ - مَرَرْنَا بِمَدَن كَثِيرَةٍ عِنْدَمَا كُنَّا فِي
الشرق الاوسط في الشهر الماضي .
مَرَّ ، مُرُورٌ (ب)

We went through many cities when
we were in the Middle East last
month.

to pass by, go by, go through
pasar, transcurrir (por)

ب - النص الاساسي

زيارة للقدس

عندما كنت طالبا في جامعة هارفارد درست الشيء الكثير عن تاريخ
الشرق الاوسط وعن آثاره الدينية . كان اساتذتي يقولون ان الشرق الاوسط
cradle مهدُ الاديان الثلاثة : اليهودية والمسيحية والاسلام ؛ وكانوا يقولون كذلك :
specialist من واجب كل مُتَخَصِّصٍ في الدراسات العربية والاسلامية ان يزور الشرق الاوسط ،
خاصة الاماكن المقدسة .

وفي العام الماضي سافرت الى القدس لزيارة الاماكن المقدسة من
اسلامية ومسيحية ويهودية . وفي المطار استقبلني صديق اعرفه منذ ايام
الدراسة . اخذني صديقي بسيارته الى الفندق وبعد العشاء سألته عن
اهم الآثار الدينية التي يجب ان ازورها ، فذكر لي عددا منها ووعدني
ان يذهب معي لزيارتها . وفي المساء اعدت زوجة صديقي لنا الطعام ،
فأكلنا وشربنا القهوة العربية .

في صباح اليوم التالي زرنا المسجد الاقصى وقبة الصخرة وكنيسة

القيامة ، ومررنا بحائط المَبْكِي . وفي اليوم الثالث زرنا الاماكن
المقدسة في بَيْتِ لَحْمٍ . خلال زيارتي هذه ، التي استمرت اربعة ايام ،
اكرمني صديقي كل الاكرام واهتم بي اهتماما حسنا ، فشكرته على ذلك ثم
سافرت لزيارة بعض المدن الاخرى في الشرق الاوسط .

B. Basic text

A Visit to Jerusalem

When I was a student at Harvard University, I studied a great deal about the history of the Middle East and about its religious monuments. My professors used to say that the Middle East was the cradle of the three religions--Judaism, Christianity and Islam. They would likewise say, "It is necessary for every specialist in Arabic and Islamic studies to visit the Middle East, especially the holy places."

Last year I traveled to Jerusalem to visit the holy places--Islamic, Christian and Jewish. At the airport I was met by a friend whom I had known since school days. My friend took me in his car to the hotel; after lunch I asked him about the most important religious monuments that I should visit. He mentioned a number of them to me and promised to go with me to visit them. That evening my friend's wife prepared some food for us, and we ate and drank Arabic coffee.

The next morning we visited the Al-Aksa Mosque, the Dome of the Rock, and the Church of the Holy Sepulchre, and we passed by the Wailing Wall. On the third day we visited the holy places in Bethlehem. During this visit of mine, which lasted four days, my friend showed me great hospitality and looked after me in every way. I thanked him for that and then left to visit some other cities in the Middle East.

1. Doubled verbs: Derived Forms
2. Demonstrative modifying first term of idāfas
3. مُنْذُ 'since, ago'

1. Doubled verbs: Derived Forms

Verbs with double roots occur not only in Form I (34.C.1) but also in the derived Forms. In Forms II and V, verbs with double roots are exactly like strong verbs, for example, حَقَّقَ 'to realize' and تَحَقَّقَ 'to be realized'. In Forms III and VI, verbs with double roots are rare, and will not be dealt with here. In the derived Forms, as in Form I, verbs with double roots have regular stems (used with consonant suffixes) and doubled stems (used with vowel suffixes) in each of the tenses, but are simpler than Form I in having only one vowel pattern each. In all the Forms discussed below the perfect stem vowel is a and the imperfect stem vowel is i. These derived Forms are described individually below. Active conjugations are given in full. Passive conjugations, where they exist, are like the active in each Form, differing only in the vowel patterns.

Form IV

Perfect tense	Pattern	Examples
Regular stem	?aFDaD-	أَعْدَدْتُ 'I prepared'
Doubled stem	?aFaDD-	أَعْدَسَ 'he prepared'
Imperfect tense		
Regular stem	-FDiD-	يُعِدُّونَ 'they (f.p.) prepare'
Doubled stem	-FiDD-	يُعِدُّ 'he prepares'

The full active conjugation of the verb **أَعَدَّ** 'to prepare' (root **ع د د**) is given below. Note that, as in Form I doubled verbs, there are optional variations for those forms of the jussive and imperative which normally have no suffix (are written with sukuun); the doubled stem is the more common variant.

أَعَدَّ - يُعِدُّ 'to prepare'

Form IV	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	أَعَدَّ	يُعِدُّ	يُعِدَّ	يُعِدِّ / يُعِدِّ	
FS	أَعَدَّتْ	تُعِدُّ	تُعِدَّ	تُعِدِّ / تُعِدِّ	
2 MS	أَعَدَّتَا	تُعِدُّ	تُعِدَّ	تُعِدِّ / تُعِدِّ	أَعِدِّ / أَعِدِّ
FS	أَعَدَّتَا	تُعِدِّينَ	تُعِدِّي	تُعِدِّي	أَعِدِّي
1 S	أَعَدَّتْ	أُعِدُّ	أُعِدَّ	أُعِدِّ / أَعِدِّ	
3 MD	أَعَدَّا	يُعِدَّانِ	يُعِدَّا	يُعِدَّا	
FD	أَعَدَّتَا	تُعِدَّانِ	تُعِدَّا	تُعِدَّا	
2 D	أَعَدَّتُمَا	تُعِدَّانِ	تُعِدَّا	تُعِدَّا	أَعِدَّا
3 MP	أَعَدُّوا	يُعِدُّونَ	يُعِدُّوا	يُعِدُّوا	
FP	أَعَدُّوا	يُعِدُّونَ	يُعِدُّونَ	يُعِدُّونَ	
2 MP	أَعَدُّوهُم	تُعِدُّونَ	تُعِدُّوا	تُعِدُّوا	أَعِدُّوا
FP	أَعَدُّوهُم	تُعِدُّونَ	تُعِدُّونَ	تُعِدُّونَ	أَعِدُّونَ
1 P	أَعَدَّنَا	نُعِدُّ	نُعِدَّ	نُعِدِّ / نُعِدِّ	

Active participle: **muFiDD مُعِدِّ** 'having prepared'

Verbal noun: **?iFDaAD إِعْدَادٌ** 'preparation'

The passive stem patterns are as follows:

	Pattern	Examples
PERFECT		
Regular stem	?uFDiD-	أَعَدَدْتُ 'I was prepared (made ready)'
Doubled stem	?uFiDD-	أَعِدَّ 'it was prepared'
IMPERFECT		
Regular stem	-FDaD-	يُعَدِّدْنَ 'they (f.p.) are prepared'
Doubled stem	-FaDD-	يُعِدَّ 'it is prepared'

Passive participle: muFaDD مَعْدٍ 'prepared, made ready'

Form VII doubled verbs.

The patterns for the two tenses are illustrated with اِنْضَمَّ إِلَى 'to join, unite, join forces with': *unirse; join force; s'unir*

	Pattern	Examples
PERFECT		
Regular stem	-nFaDaD-	اِنْضَمَمْتُ 'I joined'
Doubled stem	-nFaDD-	اِنْضَمَّ 'he joined'
IMPERFECT		
Regular stem	-nFaDiD-	يَنْضَمِينَ 'they (f.p.) join'
Doubled stem	-nFaDD-	يَنْضَمَّ 'he joins'

The full conjugation is illustrated below:

اِنْضَمَّ - يَنْضَمُّ إِلَى 'to join'

Form VII	PERFECT	IMPERFECT			
		Indicative	Subj.	Jussive	Imperative
3 MS	اِنْضَمَّ	يَنْضَمُّ	يَنْضَمَّ	يَنْضَمَّ / يَنْضَمِمْ	
FS	اِنْضَمَّتْ	تَنْضَمُّ	تَنْضَمَّ	تَنْضَمَّ / تَنْضَمِمْ	
2 MS	اِنْضَمَمْتُمْ	تَنْضَمُّ	تَنْضَمَّ	تَنْضَمَّ / تَنْضَمِمْ	اِنْضَمُّوا / اِنْضَمُّوْا
FS	اِنْضَمَمْتُمْ	تَنْضَمِينَ	تَنْضَمِي	تَنْضَمِي	اِنْضَمِّي
1 S	اِنْضَمَمْتُ	اَنْضَمُّ	اَنْضَمَّ	اَنْضَمَّ / اَنْضَمِمْ	

3 MD	انضمّا	ينضمّا	ينضمّا	ينضمّوا	انضمّا
FD	انضمّتَا	تنضمّا	تنضمّا	تنضمّا	
2 D	انضممتّما	تنضمّا	تنضمّا	تنضمّا	
3 MP	انضمّوا	ينضمّون	ينضمّوا	ينضمّوا	انضمّوا
FP	انضمّمن	ينضمّمن	ينضمّمن	ينضمّمن	
2 MP	انضممتّم	تنضمّون	تنضمّوا	تنضمّوا	
FP	انضممتّن	تنضمّمن	تنضمّمن	تنضمّمن	انضمّمن
1 P	انضممتنا	ننضمّ	ننضمّ	ننضمّ	

Active participle: munFaDD مُنضمّ 'having joined'

Verbal noun: -nFiDaad- انضمام 'joining'

There are no passives in Form VII.

In Forms VII, VIII and IX the imperfect stem vowel i occurs only in the feminine plural forms; the vowel most often seen in imperfect stems in these verbs, accordingly, is a.

Form VIII doubled verbs will be exemplified by اهتمّ 'to be concerned over, take interest in':

	Pattern	Examples
PERFECT		
Regular stem	-FtaDaD-	اهتممت 'I showed interest'
Doubled stem	-FtaDD-	اهتمّ 'he showed interest'
IMPERFECT		
Regular stem	-FtaDiD-	يهتمّمن 'they (f.p.) show interest'
Doubled stem	-FtaDD-	يهتمّ 'he takes interest'

The full active conjugation follows:

أَهْتَمَّ - يَهْتَمُّ 'to take an interest in'

Form VIII	PERFECT	IMPERFECT			
		Indicative	Subj.	Jussive	Imperative
3 MS	أَهْتَمَّ	يَهْتَمُّ	يَهْتَمَّ	يَهْتَمِّ / يَهْتَمِّمْ	أَهْتَمِّمْ / أَهْتَمَّ
FS	أَهْتَمَّتْ	تَهْتَمُّ	تَهْتَمَّ	تَهْتَمِّ / تَهْتَمِّمْ	
2 MS	أَهْتَمَمْتُ	تَهْتَمُّ	تَهْتَمَّ	تَهْتَمِّ / تَهْتَمِّمْ	
FS	أَهْتَمَمْتُ	تَهْتَمِّينَ	تَهْتَمِّي	تَهْتَمِّي	
1 S	أَهْتَمَمْتُ	أَهْتَمُّ	أَهْتَمَّ	أَهْتَمِّ / أَهْتَمَّ	أَهْتَمِّمْ / أَهْتَمَّ
3 MD	أَهْتَمَّا	يَهْتَمَّا نِ	يَهْتَمَّا	يَهْتَمَّا	
FD	أَهْتَمَّا	تَهْتَمَّا نِ	تَهْتَمَّا	تَهْتَمَّا	
2 D	أَهْتَمَمْتُمَا	تَهْتَمَّا نِ	تَهْتَمَّا	تَهْتَمَّا	
3 MP	أَهْتَمُّوا	يَهْتَمُّونَ	يَهْتَمُّوا	يَهْتَمُّوا	أَهْتَمُّوا / أَهْتَمُّوا
FP	أَهْتَمُّوا	يَهْتَمُّونَ	يَهْتَمُّونَ	يَهْتَمُّونَ	
2 MP	أَهْتَمَمْتُمْ	تَهْتَمُّونَ	تَهْتَمُّوا	تَهْتَمُّوا	
FP	أَهْتَمَمْتُمْ	تَهْتَمُّونَ	تَهْتَمُّونَ	تَهْتَمُّونَ	
1 P	أَهْتَمَمْنَا	نَهْتَمُّ	نَهْتَمَّ	نَهْتَمِّمْ / نَهْتَمِّمْ	

Active participle: muFtaDD يَهْتَمُّ 'showing interest in'

Verbal noun: -FtiDaaD- أَهْتِمَامٌ 'interest'

The passive patterns are exemplified by اِحْتَلَّ 'to occupy' since أَهْتَمَّ does not occur in the passive:

	Pattern	Examples
PERFECT		
Regular stem	-FtuDiD-	أُحْتِلِّلْنَا 'we were occupied'
Doubled stem	-FtuDD-	أُحْتِلِّلَ 'it was occupied'
IMPERFECT		
Regular stem	-FtaDaD-	يُحْتَلِّكُنَ 'they (f.p.) are occupied'
Doubled stem	-FtaDD-	يُحْتَلِّلُ 'it is occupied'

Passive participle: -muFtaDD- مُحْتَلٌّ 'occupied'

Form IX verbs are based on strong roots, e.g. اِحْمَرَّ 'to turn red', root H M R. The final radical is doubled, however, and all IX verbs are conjugated exactly like doubled verbs.

	Pattern	Example
PERFECT		
Regular stem	-FMaLaL-	اِحْمَرْتُ 'I turned red'
Doubled stem	-FMaLL-	اِحْمَرَّ 'he turned red'
IMPERFECT		
Regular stem	-FMaLiL-	يَحْمَرُّنَ 'they (f.p.) turn red'
Doubled stem	-FMaLL-	يَحْمَرُّ 'he turns red'

Form IX verbs, which mean 'to become (color) or (defect)', are relatively rare in Modern Standard Arabic; no IX verb occurs in this text. Merely for the sake of completeness, however, the full conjugation of Form IX verbs is illustrated here.

The full conjugation follows:

اِحْمَرَّ - يَحْمَرُّ 'to turn red'

Form IX	PERFECT	IMPERFECT			
		Indicative	Subj.	Jussive	Imperative
3 MS	اِحْمَرَّ	يَحْمَرُّ	يَحْمَرَّ	يَحْمَرِّ / يَحْمَرِرْ	اِحْمَرِّ / اِحْمَرِرْ
FS	اِحْمَرَّتْ	تَحْمَرُّ	تَحْمَرَّ	تَحْمَرِّ / تَحْمَرِرْ	
2 MS	اِحْمَرَرْتُ	تَحْمَرُّ	تَحْمَرَّ	تَحْمَرِّ / تَحْمَرِرْ	
FS	اِحْمَرَرْتُ	تَحْمَرِّينَ	تَحْمَرِّي	تَحْمَرِّي	
1 S	اِحْمَرَرْتُ	اِحْمَرُّ	اِحْمَرَّ	اِحْمَرِّ / اِحْمَرِرْ	

3 MD	إِخْمَرًا	يُخْمَرَانِ	يُخْمَرًا	يُخْمَرًا	
FD	إِخْمَرَتَا	تُخْمَرَانِ	تُخْمَرًا	تُخْمَرًا	
2 D	إِخْمَرَتُمَا	تُخْمَرَانِ	تُخْمَرًا	تُخْمَرًا	إِخْمَرًا
3 MP	إِخْمَرُوا	يُخْمَرُونَ	يُخْمَرُوا	يُخْمَرُوا	
FP	إِخْمَرُونَ	يُخْمَرُونَ	يُخْمَرُونَ	يُخْمَرُونَ	
2 MP	إِخْمَرْتُمُ	تُخْمَرُونَ	تُخْمَرُوا	تُخْمَرُوا	إِخْمَرُوا
FP	إِخْمَرْتَنَ	تُخْمَرُونَ	تُخْمَرُونَ	تُخْمَرُونَ	إِخْمَرُونَ
1 P	إِخْمَرْنَا	نُخْمَرُ	نُخْمَرُ	نُخْمَرُ / نُخْمَرُ	

Active participle: muFMaLL- ^{مُخْمَرٌ} 'having turned red'

Verbal noun: -FMiLaaL- ^{إِخْمَرَارٌ} 'redness'

There is no passive for Form IX.

Form X doubled verbs will be exemplified by ^{إِسْتَمَرَّ} 'to last, endure; to continue, keep on.'

	Pattern	Example
PERFECT		
Regular stem	-staFDaD-	^{إِسْتَمَرَرْتُ} 'I continued'
Doubled stem	-staFaDD-	^{إِسْتَمَرَّ} 'he continued'
IMPERFECT		
Regular stem	-staFDiD-	^{يَسْتَمَرِرْنَ} 'they (f.p.) continue'
Doubled stem	-staFiDD-	^{يَسْتَمَرُّ} 'he continues'

The full conjugation follows:

اِسْتَمَرَ - يَسْتَمِرُّ 'to continue'

Form X	PERFECT	IMPERFECT			
		Indic.	Subj.	Jussive	Imperative
3 MS	اِسْتَمَرَ	يَسْتَمِرُّ	يَسْتَمِرُّ	يَسْتَمِرَّ / يَسْتَمِرُّوْا	
FS	اِسْتَمَرَتْ	تَسْتَمِرُّ	تَسْتَمِرُّ	تَسْتَمِرَّ / تَسْتَمِرُّوْا	
2 MS	اِسْتَمَرْتُمْ	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا / تَسْتَمِرُّوْا	اِسْتَمِرُّوْا / اِسْتَمِرُّوْا
FS	اِسْتَمَرْتُمْ	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا / تَسْتَمِرُّوْا	اِسْتَمِرُّوْا / اِسْتَمِرُّوْا
1 S	اِسْتَمَرْتُ	اَسْتَمِرُّ	اَسْتَمِرُّ	اَسْتَمِرَّ / اَسْتَمِرُّوْا	
3 MD	اِسْتَمَرَّا	يَسْتَمِرُّا	يَسْتَمِرُّا	يَسْتَمِرُّا	
FD	اِسْتَمَرَّتَا	تَسْتَمِرُّا	تَسْتَمِرُّا	تَسْتَمِرُّا	
2 D	اِسْتَمَرَرْتُمَا	تَسْتَمِرُّا	تَسْتَمِرُّا	تَسْتَمِرُّا	اِسْتَمِرُّا
3 MP	اِسْتَمَرُّوْا	يَسْتَمِرُّوْنَ	يَسْتَمِرُّوْنَ	يَسْتَمِرُّوْا	
FP	اِسْتَمَرُّوْنَ	يَسْتَمِرُّوْنَ	يَسْتَمِرُّوْنَ	يَسْتَمِرُّوْنَ	
2 MP	اِسْتَمَرَرْتُمْ	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا	اِسْتَمِرُّوْا
FP	اِسْتَمَرَرْتُمْ	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا	اِسْتَمِرُّوْا
1 P	اِسْتَمَرَرْنَا	نَسْتَمِرُّ	نَسْتَمِرُّ	نَسْتَمِرُّ / نَسْتَمِرُّوْا	

Active participle: mustaFiDD- ^{مُسْتَمِرٌّ} 'continuing'

Verbal noun: -stiFDaaD ^{اِسْتِمْرَارٌ} 'continuing' (noun)

Passive stem patterns are illustrated with ^{اِسْتَرَدَّ} 'to demand back, reclaim'
reclaim, recover, return

	Pattern	Examples
PERFECT		
Regular stem	-stuFDiD-	اِسْتَرَدَدْتُ 'I was brought back'
Doubled stem	-stuFiDD-	اِسْتَرَدَّدْتُ 'he was brought back'
IMPERFECT		
Regular stem	-staFDaD-	يَسْتَرَدُّ 'he is reclaimed'
Doubled stem	-staFaDD-	يَسْتَرَدَّدُوْنَ 'they (f.p.) are reclaimed'

Passive participle: mustaFaDD- مُسْتَرَدَّ 'reclaimed'

Now do Drills 1 (on tape), 2 and 3.

Drill 1. (On tape) Conjugation.

Drill 2. Conjugation.

Give the correct form of the verb and vocalize it. Ex.

اعدّ + أنا ← أَعْدَدْتُ

اهتم + أنتم ←	يهرّ + أنتما ←
أحبّه + أنت ←	يستمرّ + نحن ←
شكّ + هم ←	يدلّ + أنا ←
اهتمّ + نحن ←	استمرّ + أنت ←
أعدّ + هي ←	استعدّ + نحن ←

Drill 3. Written.

Fill in the blanks in the following chart; X means "not applicable".

Perfect	Imperfect	Active Participle	Passive Participle	Verbal Noun
			مُعَدّ	
			X	إِهْتِمَامٌ
		مُنْضَمٌ	X	
إِحْمَرٌ			X	
		وَادٌّ	X	
عَدّ				
	يَسْتَرِدّ			
أَحَبّ				
		X	مُحْتَلٌّ	
				دَلَالَةٌ
إِسْتَمَرّ			X	

2. Demonstrative modifying first term of idāfas

We have seen demonstrative phrases as second term of an idāfa, as in

<u>مُحَاضِرَاتُ هَذَا الْأُتَاذِ</u>	'this professor's lectures'
<u>مُعْظَمُ هَذِهِ الْجُمَلِ</u>	'most of these sentences'

(The demonstrative phrases are underlined.)

If the demonstrative modifies the first term of the idāfa, however, it must follow the entire idāfa; it agrees with the first noun, as usual, in number, gender and case. For example:

<u>هَذِهِ</u> <u>مُحَاضِرَاتُ الْأُتَاذِ</u>	'these lectures of the professor's'
<u>هَذَا</u> <u>كِتَابِي</u>	'this book of mine'
<u>تِلْكَ</u> <u>زِيَارَتِي</u>	'that visit of mine'

(The demonstrative phrases are underlined.)

Now do Drill 4.

* Drill 4. Written. Translation.

1. I do not like these goals of theirs.
2. This book of hers is great.
3. Did these friends of his come to the meeting?
4. These two articles of Professor Smith's are now published.
5. Where is that daughter of yours?

3. مُنْذُ 'since, ago'

مُنْذُ 'since' is both a preposition and a conjunction. As a preposition it may be translated "since, from; for; ago", as in

وَعَدَنِي بِذَلِكَ مُنْذُ سَنَةٍ .	'He promised me that a year ago.'
يَعْمَلُ مُتَرْجِمًا فِي مَنَظْمَةِ الْأُمَمِ الْمُتَّحِدَةِ مُنْذُ ثَلَاثَةِ أَسَابِعٍ فَقَطْ .	'He has been working as a translator at the United Nations for only three weeks.'

أَعْرِفُهُ مُنْذُ إِثْشَاءِ الْمَجَلَّةِ .	'I have known him since the founding of the magazine.'
مُنْذُ الْآنَ	'from now on'

The second and third sentences deserve further note. In these two sentences the Arabic verb is in the imperfect tense; these sentences literally read "He is working as a translator...for only three weeks." and "I know him since the founding of the magazine." Arabic regularly uses the imperfect tense in this way as the equivalent of English present perfect verbs in expressions like "have been (doing)."

In a past time context the Arabic imperfect with مُنْذُ is translated with a past perfect expression, e.g.

كُنْتُ أَعْرِفُهُ مُنْذُ سَنَةٍ .	'I had known him for a year.'
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As a conjunction مُنْذُ means "since, from the time that," as in

أَعْرِفُهُ مُنْذُ كُنْتُ طَالِبًا فِي الْجَامِعَةِ .	'I have known him since I was a student at the university.'
مُنْذُ زَرْنَا الْقُدْسَ	'from the time that we visited Jerusalem' [alʒu:slam]

D. Comprehension passages

د - نصوص للفهم

(1) Read the following passage and then do Drill 5.

The Holy Bible

ترجمات الكتاب المقدس

الكتاب المقدس كتاب ديني أثر على حياة عدد كبير من الناس في
بلدان العالم كلها المسيحية منها وغير المسيحية .

وقد اهتمّ رجال الدين منذ زمن بعيد بترجمة الكتاب المقدّس .
ففي بداية النصف الثاني من القرن الخامس عشر كان عدد الترجمات
ثلاثا وثلاثين ، وفي بداية القرن التاسع عشر كان عددها احدى وسبعين .
أما اليوم فان اللغات التي ترجم اليها الكتاب المقدس تزيدُ على exceed
مئتين وخمسين .

كان جان ويكلف (John Wycliffe) أوّل من اعدّ ترجمة
انكليزية للكتاب المقدّس كلّهُ ، واستمرّت الجهود في الأعوام التالية
لتحسين الترجمة الانكليزيّة ، خاصة بعد ان انتشرت المعرفة باللغات
الأصليّة . وفي بداية القرن السابع عشر نشرت ترجمة انكليزيّة جديدة
أعدّها أربعة وخمسون مترجما تحت اشراف المَلِكِ الانكليزيّ جيمز الأوّل ، وقد king
عرفت هذه الترجمة عند الانكليز "بالترجمة الرسمية " ، ولا يزال الكثيرون
يعتبرونها احسن الترجمات القديمة ، بل ان البعض يعتبرونها احسن من
الترجمات التي نشرت في القرن العشرين .
أمّا الترجمات العربيّة الحديثة فقد بدأت في القرن التاسع عشر ،
ومن الذين اشتركوا فيها ثلاثة رجال مشهورون وهم : ناصيف اليازجي
وابنه إبراهيم ، وبطرس البستاني . وقد استخدمت العربيّة الفصحى في
اكثر الترجمات لانها اللغة المُشتركةُ بين العرب ، لكنّ أجزاءً من الكتاب portions
المقدّس نشرت اخيرا باللهجات العاميّة .

Drill 5. Written. Completion.

Fill in the blanks with the appropriate words (or expressions).

- ١ - تأثّر بالكتاب المقدّس _____ فى _____ البلدان .
- ٢ - بدأت ترجمة الكتاب المقدّس منذ _____ .
- ٣ - أوّل من ترجم الكتاب المقدّس الى الانكليزيّة _____ . وكان الهدف
من الترجمات التالية _____ .
- ٤ - أعدّ " الترجمة الرسميّة " _____ .
- ٥ - لا يزال الكثيرون يعتبرون " الترجمة الرسميّة " _____ .
- ٦ - استخدمت _____ فى أكثر الترجمات العربيّة .

(2) Listen to the passage on tape and then do Drill 6, which is based on it.

Drill 6. Written. Question/answer.

- ١ - من هو صلاح الدين الأيوبي ؟
- ٢ - لماذا أرسل الأوربيّون جُنودَهم الى البلاد العربيّة فى زمــــــن soldiers
صلاح الدين ؟
- ٣ - هل تعاون جميع العرب مع صلاح الدين فى مقاومة الأوربيين ؟
- ٤ - ماذا كانت نتيجة الحرب بين صلاح الدين والأوربيين ؟ result
- ٥ - ما رأى الأوربيين اليوم فى صلاح الدين ؟
- ٦ - هل تعرف بأى اسم عرفت الحروب بين صلاح الدين والأوربيين ؟

E. General drills

هـ - التمارين العامّة

Drill 7. Matching: Idāfa.

Match the noun or noun phrase in (a) with one from column (b) so as to obtain the most appropriate idāfa.

<u>b</u>	<u>a</u>
الوجه	١ - رئيس
الصف	٢ - جميلة
المكانة	٣ - مدينة
النيل	٤ - كتاب
مديرة المدرسة	٥ - مشكلة
" الاغانى "	٦ - باب
الدروس	٧ - عالي
الجمهورية	٨ - أسهل
الشرق الاوسط	٩ - نهر
بيروت	١٠ - سكرتيرة

Drill 8. Nominalization.

Change the verbal noun phrases to clauses. Ex.

'He wants to obtain a university degree.'
 يريد الحصول على شهادة جامعية .
 يريد ان يحصل على شهادة جامعية .

- ١ - سافرت الى الولايات المتحدة لتدريس في جامعة مشيخان .
- ٢ - يريد رئيس الجامعة تعيين استاذين جديدين .
- ٣ - أودّ الحصول على شهادة جامعية في العلوم السياسية .
- ٤ - ذهبن امس بعد الظهر الى السينما لمشاهدة فلم اجنبى .
- ٥ - اجتمع عدد من قادة البلاد السياسيين لتأسيس حزب جديد .
- ٦ - يجب عليك احترام والديك .
- ٧ - ذهبوا الى الشرق الاوسط لزيارة الاماكن المقدسة .
- ٨ - يجب عليكم التعاون الى ابعد حدّ .
- ٩ - بذلوا جهودا عظيمة لتحسين الاوضاع الاقتصادية في البلاد .

١٠ - تمكّنّا من الوصول الى حلّ لمشكلتهما .

Drill 9. Written. Translation.

1. They believe that he is from the Sudan.
2. I know that she will succeed in her exams.
3. We must elect the best candidate.
4. They have made great efforts to solve this problem.
5. He applied for a job at the University of Kuwait.
6. Many of the most famous political thinkers meet in this old coffeehouse at night.
7. The boy walked through the streets of the city, searching for his little sister.
8. They (f. d.) requested me to bring my notes.
9. I was late and hadn't eaten, and I wished for sleep.

Drill 10. Written. Perfect ————— imperfect and translation.

Change the verb from the perfect to the imperfect or vice-versa; write it in the column under "verb", and then give a good translation of it. Ex.

<u>Translation</u>	<u>Verb</u>	<u>Sentence</u>
"they prefer" على	يفضّلون	فضّلوا الطعام الفرنسيّ على الطعام الامريكيّ .
		١ - استطعنا حضور المؤتمر .
		٢ - يحملن في مكتب رئيس الجامعة .
		٣ - يتّبع في كتبه اسلوبا يختلف عن اسلوب معاصريه .
		٤ - وداد ومريم سكنتا في مدينة سان فرانسيسكو .
		٥ - تغيّرت الاوضاع الاجتماعيّة في هذه البلاد تغيّرا كثيرا .
		٦ - ماذا فعلت في نهاية الاسبوع ؟
		٧ - تضع الدول العربيّة ثقتها بالأمم المتحدة .
		٨ - أين طبعت هذه الكتب ؟
		٩ - استفاد الاقتصاد العربي من الزيت استفادة كبيرة .

- ١٠ - قدّمَا لبلادهما خدمات كبيرة .
- ١١ - يؤلّف ذلك الكاتب كتباً ومقالات كثيرة .
- ١٢ - اقيمت مصانع كثيرة في مصر .
- ١٣ - هل يسمح لها بالذهاب ؟
- ١٤ - استطاع أولئك الوزراء ان يحضروا المؤتمر .
- ١٥ - نريد ان نزور لبنان قريباً .

Drill 11. Written.

Fill in the blanks with one of the words listed below.

(مرّة ، قرية ، نمت ، شكّ ، المقدّسة ، نهضة ، عاش ، اللهجات ، أغنية ،
حلّ ، تسير به ، الماضي ، فندق ، تصوّر ، نهاية ، اجلس ، القرآن ،
واضح ، افقر ، مات ، خلال ، تعود به)

- ١ - _____ كتبها الحياة الاجتماعية في مصر .
- ٢ - لا _____ ان فيروز من اشهر المغنّيات في العالم العربيّ .
- ٣ - تختلف _____ العربيّة من بلد الى بلد .
- ٤ - موريتانيا من _____ الدول العربيّة .
- ٥ - في الاسبوع _____ ذهبت لزيارة صديق لي في _____ لبنانية .
- ٦ - لم يستطيعوا الوصول الى _____ لمشكلتهم .
- ٧ - تطورت الفصحى والعامية تطورا كبيرا _____ تاريخهما الطويل .
- ٨ - من المدن _____ في العالم العربيّ مَكَّةُ والقُدُسُ .
- ٩ - _____ معظم حياته في واشنطن ، لكنّه _____ في شيكاغو .
- ١٠ - زرت باريس أكثر من _____ .
- ١١ - _____ في _____ هيلتون ليلة واحدة فقط .
- ١٢ - انصرفوا قبل _____ الاجتماع .
- ١٣ - _____ بنا القصة الى زمن قديم .

Mauritania

Mecca

Drill 12. Written. Vocabulary.

Fill in the blanks with the most appropriate word from among the words in the following list:

(تراسل ، يتابع ، نجاح ، انتخاب ، صغير ، الثورة ، المحافظة ، قال ،
علم ، الهلاد ، تتوفر ، يظهر ، حكماء ، مقالة ، زهاب ، مجتمع ، خاص ،
عال ، شر ، فم ، حاجة .

- ١ - يجب ان تتوفر للمرأة كل حقوقها لخبر _____ (country) .
- ٢ - يقول قائد _____ : اننا سنقاوم لهناء _____ جديد .
- ٣ - لها اهتمام به _____ ابنها في الامتحانات .
- ٤ - _____ رجل كبير _____ استفدت منها كل حياتي .
(taught me)
- ٥ - هل _____ دراستهم الجامعية في مشيغان ؟
- ٦ - ذهبنا الى مكان _____ ومن هناك شاهدنا جمال المدينة .
- ٧ - _____ الحبيبان لمدة سنة ثم انقطعت الرسائل بينهما .
- ٨ - _____ الحزب الوطني اهتماما كبيرا به _____ على حقوق
الشعب .
- ٩ - لسنا به _____ الى مراسلين جدد .

Drill 13. Aural comprehension.

Listen to the passage on tape; then write an English summary of it.

أ - الجمل التمهيديّة

A. Preparatory sentences

زيارة الى سولت ليك سيتي

A Visit to Salt Lake City

١ - لي صديق من المملكة الاردنية
وهي دولة عربية يحكمها
ملك معروف .

I have a friend from the Kingdom of Jordan, an Arab country ruled by a well-known king.

مملكة - ممالك
ملك - ملوك (ملكي)

kingdom, monarchy

king (nisba: royal, royalist)

٢ - صديقي من مدينة صغيرة تقع
قرب البحر الأحمر .

My friend is from a small town which is situated near the Red Sea.

قرب
بحر - بحار
أحمر - حمر
البحر الأحمر

near, in the vicinity of

sea

red

the Red Sea

٣ - يدرس صديقي الآن في جامعة
يوتا ، وهي جامعة كانت في
بداية أمرها صغيرة ، لكنها
الآن جامعة كبيرة .

My friend is now studying at the University of Utah. It is a university that was small at first, but is now a large university.

في بداية الأمر

in the beginning, at first

٤ - دعاني صديقي لزيارته في
مدينة سولت ليك سيتي عاصمة
يوتا ولقيني عند وصولي
بالترحيب والاكرام .

My friend invited me to visit him in Salt Lake City, the capital of Utah, and on my arrival he met me with a warm welcome and kind hospitality.

دعا ، دعوة ، دعا (ل، الى)
عاصمة - عواصم
لقي ، لقاء

llamar, convocar, invitar
to call, call upon; to invite (to)

capital, capital city

to encounter, meet; to find

*hallar, encontrar**encounter con*

٥ - سولت ليك سیتی مدينه جميله
في شمال يوتا تحيط بها
الجبال .

Salt Lake City is a beautiful city
in the north of Utah, surrounded by
mountains.

شمال
أحاط ، إحاطة بـ
جبل - جبال

north
IV to surround
mountain

٦ - بُني قصر حاكم يوتا على احد
هذه الجبال .

The mansion of the Governor of
Utah was built on one of those
mountains.

بني - بنا
قصر - قصور
حاكم - حكام

to build; construct
castle, palace (here: mansion)
governor; ruler

٧ - يرى بعض الناس أن لسولت ليك
سیتی أهمية دينية خاصه
ويحكي أن فيها آثارا للهنود
الامريكيين ترجع الى عهد
بعيد .

Some people believe that Salt
Salt City has special religious
importance; it is said that there
are in it relics of American Ind-
ians which go back to a far-off
era.

رأى يرى ، رأي (أن)
حكى - ، حكى ، حكاية
[هندي - هنود]
عهد - عهد
رجع الى

to opine, be of the opinion
(that)
to tell, relate
[Indian]
age, era, time *época, tiempo, edad*
remontarse a, data de

٨ - في سولت ليك سیتی ستري آثارا
لها أهمية عند بعض رجال الدين .

You will see in Salt Lake City
relics of importance in the view
of some men of religion.

رأى يرى ، رؤية

to see

٩ - بقيت في سولت ليك سیتی خمسة
ايام رجعت بعدها الى نيويورك .

I stayed in Salt Lake City for five
days, after which I returned to New
York.

بقي - ، بقاء

to remain, stay; (with foll. im-
perfect) to go on, continue

مفردات اضافية

Additional vocabulary

١٠ - اللون الاحمر من ألوان العلم
الامريكي .

The color red is one of the colors of the American flag.

لون - ألوان
علم - أعلام

color

flag, banner

bandera, estandarte,
distintivo

ب - النص الاساسي

ثلاث مدن اثرية عربية

دعاني صديق اردني لزيارة بعض الاماكن الاثرية في الشرق
الاطوسط ، فذهبت بعد نهاية العام الدراسي الماضي . لقيت من
صديقي عند وصولي كل ترحيب واکرام ، وبقيت معه مدة شهر زرت
خلالها ثلاث مدن اثرية هي البتراء وتدمر وجرش .

البتراء

Petra

في القرن الخامس قبل الميلاد بنى الأنباط عاصمتهم البتراء

B.C.

في مكان قريب من البحر الاحمر تحيط به الجبال العالية . يرى الزائر

في هذه المدينة عددا من هياكل الأنباط وقصورهم .

كانت مملكة الأنباط تشمل دمشق وأجزاء من فلسطين ، كما

كانت تشمل بعض المناطق الواقعة على البحر الاحمر . ويرى البعض ان

الانباط عرب كانوا في بداية امرهم بدوًا ، وانهم كانوا يتكلمون

العربية ويستخدمون اللغة الارامية في الكتابة .

تقع تَدْمُرُ في الصحراء السورية قرب دمشق ، ويحكى أَنَّ السَّـذي
 بناها هو الملك سُلَيْمَانُ بْنُ دَاوُدَ بِمُساعدةِ الجِنِّ . وقد كانت
 للمدينة اهمية تجارية كبيرة . وفي الربع الثالث من القرن الثالث
 الميلادي حكمتها ملكة مشهورة بجمالها هي زَنْبُوبَا التي تُعرف عند
 العرب باسم " زَيْنَبُ " .

وقد سيطر الرومان على تَدْمُرَ في عهد الملكة زَنْبُوبَا ، وفي
 الربع الثاني من القرن السابع الميلادي فتحها القائد العربي
 خالدُ بْنُ الْوَلِيدِ .

تقع جَرَشُ في الاردن الى الشمال من عَمَّانَ عاصمة المملكة الاردنية
 وقد بُنيت في العهد الهَلْنِيّ وكانت من المدن الفِلَسْطِينِيَّة المذكورة
 في الكتاب المقدس . وفي جَرَشَ اليوم آثار رومانية جميلة كثيرة .

B. Basic text

Three Ancient Arab Cities

A Jordanian friend invited me to visit some of the archeological sites
 in the Middle East, and I went after the end of the past academic year. Upon
 my arrival, I encountered on the part of my friend every (kind of) welcome
 and hospitality, and I stayed with him for a period of a month, during which
 I visited three ancient cities: Petra, Palmyra, and Jerash.

Petra

In the fifth century B.C. the Nabateans built their capital, Petra, in

a place near the Red Sea surrounded by high mountains. In this city the visitor sees a number of the Nabateans' temples and palaces.

The Nabateans' kingdom included Damascus and parts of Palestine, as well as some areas lying on the Red Sea. Some are of the opinion that the Nabateans were Arabs who had been bedouins at first, and that they spoke Arabic, but used the Aramaic language in writing.

Palmyra

Palmyra is located in the Syrian Desert near Damascus, and it is said that the one who built it was King Sulaymān Ibn Da'ūd (King Solomon) with the help of jinns. The city had great commercial importance. In the third quarter of the third century A.D. it was ruled by a queen famous for her beauty, Zenobia, who is known among the Arabs by the name of "Zaynab."

The Romans gained control over Palmyra in the time of Queen Zenobia, and in the second quarter of the seventh century A.D. the Arab general Khālīd Ibn al-Walīd conquered it.

Jerash

Jerash is situated in Jordan, to the north of Amman, the capital of the Kingdom of Jordan. It was built in the Hellenic era, and it was one of the Palestinian cities mentioned in the Bible. In Jerash today there are many beautiful Roman ruins.

C. Grammar and drills

ج - القواعد والتمارين

- | |
|--|
| <ol style="list-style-type: none">1. Defective verbs: Form I2. The verb رَأَى 'to see'3. Adjectives of color |
|--|

1. Defective verbs: Form I

Verbs whose last radical is W or Y constitute a group known as defective verbs. These verbs, which occur in all the ten Forms except IX, have some forms which are quite regular. For example, the perfect tense stem of دَعَا 'to invite' (root D ʕ W) is -دَعَوْ- daʕaw-. This stem is used with suffixes beginning with a consonant and with the dual suffix -aa, and works exactly like any Form I strong verb of the pattern FaMaL-:

katab-naa	كَتَبْنَا	'we wrote'
daʕaw-naa	دَعَوْنَا	'we invited'

In other forms of a defective verb, however, the stem cannot be so neatly separated from the suffixes. In these forms, the ending of the stem fuses with the beginning of the suffixes, as a result of automatic phonological changes, in such a way as to make it difficult to say where the stem ends and the suffix begins. For example, if we take the regular stem daʕaw- as a base, and add to it the 3 m.s. suffix -a, the resultant form is daʕawa. This form is not possible, however, as it contains an unpermitted sequence -awa. Such a sequence is always automatically changed to -aa; thus daʕawa becomes daʕaa, and that is the actual 3 m.s. form دَعَا 'he invited.' Fusions of this sort are what distinguish defective verbs from others; they occur only with some (not all) suffixes beginning with a vowel. In the following paragraphs Form I defective verbs are described in detail: those of the derived Forms will be taken up in Lesson 37.

Form I defective verbs fall into three types, with different vowel

patterns.

(1) Type 1. Perfect stem: FaMaw-

Imperfect stem: -FMuw-

These are verbs whose final radical is W, for example; دَعَا (imperfect يَدْعُو) 'to invite' (root D ʕ W). The active conjugation of this verb is given below:

دَعَا - يَدْعُو 'to invite'

PERFECT		IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	دَعَا	يَدْعُو	يَدْعُوْ	يَدْعُ	أَدْعُ أَدْعِي
FS	دَعَتْ	تَدْعُو	تَدْعُوْ	تَدْعُ	
2 MS	دَعَوْتَ	تَدْعُو	تَدْعُوْ	تَدْعُ	
FS	دَعَوْتِ	تَدْعَيْنَ	تَدْعِي	تَدْعِي	
1 S	دَعَوْتُ	أَدْعُو	أَدْعُوْ	أَدْعُ	أَدْعُوا
3 MD	دَعَوْا	يَدْعُوْنَ	يَدْعُوْا	يَدْعُوا	
FD	دَعَا	تَدْعُوْنَ	تَدْعُوْا	تَدْعُوا	
2 D	دَعَوْتُمَا	تَدْعُوْنَ	تَدْعُوْا	تَدْعُوا	
3 MP	دَعَوْا	يَدْعُوْنَ	يَدْعُوا	يَدْعُوا	أَدْعُوا أَدْعُوْنَ
FP	دَعَوْنَ	يَدْعُوْنَ	يَدْعُوْنَ	يَدْعُوْنَ	
2 MP	دَعَوْتُمْ	تَدْعُوْنَ	تَدْعُوا	تَدْعُوا	
FD	دَعَوْتُمْ	تَدْعُوْنَ	تَدْعُوْنَ	تَدْعُوْنَ	
1 P	دَعَوْنَا	نَدْعُوْ	نَدْعُوْ	نَدْعُ	

Active participle: FaaMiy-

	<u>Singular</u>	<u>Plural</u>	
Masculine	دَاع	دَاعُونَ	'inviting, calling'
Feminine	دَاعِيَةٌ	دَاعِيَاتٌ	

Verbal nouns: FuMaa?

دُعَاةٌ ، دُعَاةٌ 'invitation, call'

The following points may be made about these forms:

(1) The perfect stem of this verb is دَعَا daʕaw-. All the forms consisting of this stem plus a suffix beginning with a consonant, or the suffix -aa, are quite regular. The other forms result from fusions of the final -aw of the stem with suffixes beginning with a vowel other than -aa, for example:

(daʕ <u>awa</u>)	→	daʕ <u>aa</u>	دَعَا	'he invited'
(daʕ <u>awat</u>)	→	daʕ <u>at</u>	دَعَتْ	'she invited'
(daʕ <u>awuu</u>)	→	daʕ <u>aw</u>	دَعَوْا	'they (m.p.) invited'

(In the 3 M.S. perfect, the final -aa in دَعَا is spelled with ا alif.)

This is true only of Form I defective verbs of Type 1, with final radical W. In all other defective verbs it is spelled with ي alif maqsuura.)

(2) The imperfect stem is يَدْعُو -dʕuw-. All the forms consisting of this stem plus either a suffix beginning with a consonant, or one of the suffixes -aa, -aani, or -a, are quite regular. The other forms result from fusions of the final -uw of the stem with suffixes beginning with vowels other than -aa or -a, for example:

(yadʕ <u>uwu</u>)	→	yadʕ <u>uu</u>	يَدْعُو	'he invites'
(yadʕ <u>uw-uuna</u>)	→	yadʕ <u>uuna</u>	يَدْعُونَ	'they (m.p.) invite'
(tadʕ <u>uw-iina</u>)	→	tadʕ <u>iina</u>	تَدْعِينَ	'you (f.s.) invite'

(Note: The 3 m.p. and 3 f.p. forms are identical, but this identity comes about through different processes:)

3 m.p.	(yad <u>uw</u> -uuna)	→ yad <u>uuna</u>	يَدْعُونَ
f.p.	(yad <u>uw</u> -na)	→ yad <u>uuna</u>	يَدْعُونَ

The uu in the m.p. form is the result of the fusion of the final -uw of the stem and the -uu- of the suffix. The uu in the f.p. form is the final -uw of the stem (which before a consonant is pronounced uu, and written uu in the transcription.) The same applies also to the 2 m.p. and 2 f.p. forms.

(3) In those jussive and imperative forms which (in strong verbs) have no suffix, the final w of the stem is dropped, leaving only the short vowel u:

(lam yad <u>uw</u> -)	→ lam yad <u>u</u>	لَمْ يَدْعُ	'he did not invite'
(?ud <u>uw</u> -)	→ ?ud <u>u</u>	ادْعُ	'invite!'

(4) The active participle stem pattern for all defective form I verbs is FaaMiy-; thus these active participles (in their m.s. form) are all defective adjectives (see 34.C.2). The final consonant of the stem is always y, even for verbs with last radical W.

(5) As always with Form I, there are various verbal noun patterns for defective verbs. If the pattern has a vowel aa before the last radical, as in the example above, a final radical W or Y is always replaced by hamza:

(du <u>faaw</u>	→ du <u>faa</u> ?	دُعَاءٌ	'invitation'
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Another Type 1 verb is تَلَا 'to follow' whose active participle تَالٍ 'following' was introduced in Lesson 35. Its verbal noun is تَلْوٌ.

Now do Drill 1. (On tape)

(2) Type 2. Perfect stem: FaMay-

Imperfect stem: -FMiy-

These are verbs whose final radical is Y, for example يَبْنِي (imperfect يَبْنِي)

'to build' (root B N Y). The active conjugation of this verb is given below.

يَبْنِي - يَبْنِي 'to build'

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	بَنَى	يَبْنِي	يَبْنِي	يَبْنِ	
FS	بَنَتْ	تَبْنِي	تَبْنِي	تَبْنِ	
2 MS	بَنَيْتَ	تَبْنِي	تَبْنِي	تَبْنِ	اِبْنِ
FS	بَنَيْتِ	تَبْنِينَ	تَبْنِي	تَبْنِي	اِبْنِي
1 S	بَنَيْتُ	أَبْنِي	أَبْنِي	أَبْنِ	
3 MD	بَنُوا	يَبْنِيَانِ	يَبْنِيَا	يَبْنِيَا	
FD	بَنَتَا	تَبْنِيَانِ	تَبْنِيَا	تَبْنِيَا	
2 D	بَنَيْتُمَا	تَبْنِيَانِ	تَبْنِيَا	تَبْنِيَا	اِبْنِيَا
3 MP	بَنَوْا	يَبْنُونُ	يَبْنُوا	يَبْنُوا	
FP	بَنِينَ	يَبْنِينَ	يَبْنِينَ	يَبْنِينَ	
2 MP	بَنَيْتُمْ	تَبْنُونُ	تَبْنُوا	تَبْنُوا	اِبْنُوا
FP	بَنَيْتُنَّ	تَبْنِينَ	تَبْنِينَ	تَبْنِينَ	اِبْنِينَ
1 P	بَنَيْنَا	نَبْنِي	نَبْنِي	نَبْنِ	

Active participle: FaaMiy-

	<u>Singular</u>	<u>Plural</u>	
Masculine	بَانٍ	بَانُونَ	'building, constructing'
Feminine	بَانِيَةٌ	بَانِيَاتٌ	
Verbal noun:	<u>FiMaa?</u>		
	بِنَاءٌ		'building, construction'

Note the following points:

(1) The perfect stem of this verb is- بَنَى banay-. The forms with suffixes beginning with a consonant or -aa are regular. The other forms result from fusions of the final -aw of the stem with vowel suffixes other than -aa, for example:

(<u>banay-a</u>)	→	banaa	بَنَى	'he built'
(<u>banay-at</u>)	→	banat	بَنَتْ	'she built'
(<u>banay-uu</u>)	→	banaw	بَنَوْا	'they (m.p.) built'

(Note that the final -aa of بَنَى is spelled with ي. This is true of all defective verbs except those of Form I with final radical W.)

(2) The imperfect stem is- يَبْنِي -bniy-. The forms with suffixes beginning with a consonant, or the suffixes -a, -aa, -aani, are regular. The other forms result from fusions of the final -iy- of the stem with vowels other than -a or -aa, for example:

(<u>yabniyu</u>)	→	yabnii	يَبْنِي	'he builds'
(<u>tabniy-iina</u>)	→	tabniina	تَبْنِيْنَ	'you (f.s.) build'
(<u>yabniyuuna</u>)	→	yabnuuna	يَبْنُونُ	'they (m.p.) build'

(3) In those jussive and imperative forms which (in strong verbs) have no suffix, the final y of the stem is dropped, leaving only the short vowel i:

(lam yabni <u>y</u>)	→	lam yabni	لَمْ يَبْنِ	'he did not build'
(?ibni <u>y</u>)	→	?ibni	ابْنِ	'build!'

(4) The m.s. form of the active participle (pattern FaaMiy-) is a defective adjective بَانِ.

(5) The verbal noun pattern for this particular verb is FiMaa?. If the pattern has a vowel aa before the last radical, as this one does, a final W or Y is always replaced by hamza:

(binaa <u>y</u>)	→	binaa?	بِنَاءٌ	'building'
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Now do Drill 2. (On tape)

(3) Type 3 Perfect stem: FaMiy-
 Imperfect stem: -FMay-

This type includes both verbs with final radical W and verbs with final radical Y, but the conjugation is exactly the same in either case: all verbs of this type have stems ending in y. As an example we shall use the verb لَقِيَ (imperfect لَقِيْ) 'to find, meet.' The root of this verb is L Q Y, but the verb forms would be the same even if the root were L Q W.

لَقِيَ - يَلْقَى 'to find, meet'

		PERFECT	IMPERFECT			
			Indicative	Subjunctive	Jussive	Imperative
3 MS	لَقِيَ	يَلْقَى	يَلْقَى	يَلْقَى	يَلْقَ	
FS	لَقِيَتْ	تَلْقَى	تَلْقَى	تَلْقَى	تَلْقَ	
2 MS	لَقِيْتُمْ	تَلْقَى	تَلْقَى	تَلْقَى	تَلْقَ	اَلْقَ
FS	لَقِيْتُمْ	تَلْقَيْنَ	تَلْقَيْنَ	تَلْقَيْنَ	تَلْقَيْنِ	اَلْقَيْنِ
1 S	لَقِيْتُ	اَلْقَى	اَلْقَى	اَلْقَى	اَلْقَ	
3 MD	لَقِيَا	يَلْقِيَانِ	يَلْقِيَا	يَلْقِيَا	يَلْقِيَا	
FD	لَقِيْتَا	تَلْقِيَانِ	تَلْقِيَا	تَلْقِيَا	تَلْقِيَا	
2 D	لَقِيْتُمَا	تَلْقِيَانِ	تَلْقِيَا	تَلْقِيَا	تَلْقِيَا	اَلْقِيَا
3 MP	لَقُوا	يَلْقَوْنَ	يَلْقُوا	يَلْقُوا	يَلْقُوا	
FP	لَقِينَ	يَلْقَيْنَ	يَلْقَيْنَ	يَلْقَيْنَ	يَلْقَيْنِ	
2 MP	لَقِيتُمْ	تَلْقَوْنَ	تَلْقُوا	تَلْقُوا	تَلْقُوا	اَلْقُوا
FP	لَقِيتُنَّ	تَلْقَيْنَ	تَلْقَيْنَ	تَلْقَيْنَ	تَلْقَيْنِ	اَلْقَيْنِ
1 P	لَقِينَا	نَلْقَى	نَلْقَى	نَلْقَى	نَلْقَ	

Active participle: FaaMiy-

	<u>Singular</u>	<u>Plural</u>	
Masculine	لاقٍ	لاقونَ	'meeting'
Feminine	لاقيةٌ	لاقياتٌ	

Verbal noun: FiMaa?-

لقاءٌ	'(act of) meeting'
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Note the following points:

(1) The perfect stem of this verb is laqiy-. All the perfect forms except the 3 m.p. لَقُوا are regular, for example:

laqiy-a	لَقِيَ	'he met'
laqiy-tu = laqiitu	لَقِيتُ	'I met'

The 3 m.p. form is the result of the fusion of the final -iy of the stem with the -uu of the suffix:

(laqiy-uu) → laquu	لَقُوا	'they (m.p.) met'
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(2) The imperfect stem is -lqay-. The forms with this stem and suffixes beginning with a consonant or the suffixes -aa or -aani are regular. The other forms result from fusions of the final -ay- of the stem with vowels other than -aa, for example:

(yalqay-u) → yalqaa	يَلْقَى	'he meets'
(talqay-iina) → talqayna	تَلْقَيْنَ	'you (f.s.) meet'
(yalqay-uuna) → yalqawna	يَلْقَوْنَ	'they (m.p.) meet'
(yalqay-a) → yalqaa	يَلْقَى	'he meets' (subj.)

(3) In those jussive and imperative forms which (in strong verbs) have no suffixes, the final y of the stem is dropped, leaving only the short vowel a:

(lam yalqay) → lam yalqa	لَمْ يَلْقَ	'he did not stay'
(?ilqay) → ?ilqa	اَلْقَ	'meet!'

(4) The m.s. form of the active participle (pattern FaaMiy-) is a defective adjective لاقٍ .

(5) The verbal noun pattern of this verb is FiMaa?. If the pattern has a vowel aa before the last radical, as this one does, a final W or Y is always replaced by hamza:

(liqaay)	liqaa?	لِقَاءٌ	'meeting'
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Now do Drill 3. (On tape)

(4) Passive. Perfect stem: FuMiy-
Imperfect stem: -FMay-

The passive conjugation is the same for all three types of Form I defective verbs, for example:

	ACTIVE		PASSIVE		
	<u>Perf.</u>	<u>Imperf.</u>	<u>Perf.</u>	<u>Imperf.</u>	
<u>Type 1</u>	دَعَا	يَدْعُو	دُعِيَ	يُدْعَى	'to invite'
<u>Type 2</u>	بَنَى	يَبْنِي	بُنِيَ	يُبْنَى	'to build'
<u>Type 3</u>	لَقِيَ	يَلْقَى	لُقِيَ	يُلْقَى	'to meet'

The passive forms have endings exactly like those of Type 3. The full conjugation of لُقِيَ 'to be met' is given below as an illustration.

	PERFECT		IMPERFECT		
			Indicative	Subjunctive	Jussive
3 MS	لُقِيَ		يُلْقَى	يُلْقَى	يُلْقَ
FS	لُقِيَتْ		تُلْقَى	تُلْقَى	تُلْقَ
2 MS	لُقِيْتُمْ		تُلْقَى	تُلْقَى	تُلْقَ

FS	لَقِيْتُ	تُلَقِّينَ	تُلَقِّي	تُلَقِّي
1 S	لَقِيتُ	أَلْقَى	أَلْقَى	أَلْقَى
3 MD	لُقِيََا	يُلْقِيَانِ	يُلْقِيَا	يُلْقِيَا
FD	لُقِيتَا	تُلْقِيَانِ	تُلْقِيَا	تُلْقِيَا
2 D	لُقِيْتُمَا	تُلْقِيَانِ	تُلْقِيَا	تُلْقِيَا
3 MP	لُقُوا	يُلْقَوْنَ	يُلْقُوا	يُلْقُوا
FP	لُقِينَ	يُلْقِينَ	يُلْقِينَ	يُلْقِينَ
2 MP	لُقِيتُمْ	تُلْقَوْنَ	تُلْقُوا	تُلْقُوا
FP	لُقِيتُنَّ	تُلْقِينَ	تُلْقِينَ	تُلْقِينَ
1 S	لُقِينَا	نُلْقَى	نُلْقَى	نُلْقَى

Now do Drill 4. (On tape)

The passive participle patterns are the same for Types 2 and 3, different for Type 1:

Type 1:	<u>maFMuww</u>	مَدْعُوٌّ	'invited'
Type 2:	<u>maFMiyy</u>	مَبْنِيٌّ	'built'
Type 3:	<u>maFMiyy</u>	مَلْقِيٌّ	'met'

Now do Drills 5, 6, 7, 8 and 9.

Drill 1. (On tape) Conjugation: FaMaw.

Drill 2. (On tape) Conjugation: FaMay.

Drill 3. (On tape) Conjugation: FaMiy.

Drill 4. (On tape) Conjugation: Passive of Defectives I.

Drill 5. (Also on tape) Substitution.

أ : زار مصر هذا الصيف • نحن 'He visited Egypt this summer. (We)'

ط : زرنا مصر هذا الصيف • 'We visited Egypt this summer.'

١ - دعا عددا من الطلاب الى المؤتمر • أنا

٢ - بقي في سوريا أسبوعا • هم

٣ - دعا الاستاذ الزائر الى الاجتماع • هي

٤ - لقي أخاه قرب مكتبي • هما

٥ - هل بقي في السينما حتى ساعة متأخرة من الليل ؟ أنتما

٦ - هل بنيت بيتا جديدا ؟ أنت

أ : سيزور العراق هذه السنة (نحن) 'He will visit Iraq this year. (We)'

ط : سنزور العراق هذه السنة • 'We will visit Iraq this year.'

١ - سيدعو بعض المراسلين الى المؤتمر • (أنا)

٢ - لعله يبقى في تونس عاما • (أنتن)

٣ - سوف يلقاني قرب المدرسة • (هما)

٤ - هل سيبقى في لبنان زمنا طويلا ؟ (أنتما)

٥ - كم طالبة دعا الى حفلة الزواج ؟ (أنت)

٦ - سيبنى عددا من الفنادق في هذه المنطقة • (هم)

Drill 6. Imperative and negative imperative.

أ : ادع المدير • المساعد 'Call the director. The assistant.'

ط : ادع المدير ، ولكن لا تدع
المساعد • 'Call the director, but do not
call the assistant.'

١ - القى صديقتك • والدتها ٤ - القين مندوب الطلاب • المراسل

٢ - ادعوا الطلاب • الاساتذة ٥ - ابقين معه • معها

٣ - ادع السكرتيرة • أختها ٦ - ادعوا الطبيب • المهندس

Drill 7. Written. Transformation: Perfect → jussive and subjunctive.

'Have you visited your friend?' (soon) هل زرت صديقك ؟ قريباً

'I haven't visited him until now but I want to visit him soon.' لم أزوره حتّى الآن ، ولكنّي أريد ان أزوره قريباً .

- ١ - هل دعوتم مريم الى الحفلة ؟ اليوم
- ٢ - هل لقيت المراسل الأجنبيّ ؟ غدا
- ٣ - هل دعوا وداود الى حفلة الزواج ؟ هذا الاسبوع
- ٤ - هل لقين المدير ؟ بعد يومين
- ٥ - هل بنوا المدرسة الجديدة ؟ هذه السنة
- ٦ - هل دعت الطلاب الى الحفلة ؟ اليوم

Drill 8. Written. Transformation: Verbal noun → verb.

Give the verb which corresponds to each of the underlined words; then translate the sentences:

- ١ - وصلتني دعوة لحضور حفلة زواج .
- ٢ - قابلته بعد مضيّ سنة على رجوعه من فرنسا .
- ٣ - لن نتمكن من البقاء طويلاً في هذه المدينة .
- ٤ - أحبها منذ اللقاء الأوّل .
- ٥ - لم اسمع هذا الكلام قبل اليوم .
- ٦ - البنّاتاجون بنّاء كبير جدّاً .

Drill 9. Written. Transformation. Perfect: Active → passive.

a. أ : دعونا الاصدقاء الى الحفلة . 'We invited the friends to the party.'

ط : دعوا الى الحفلة . هم اذن 'They were invited to the party.'
مدعوون . 'They are guests, then.'

- ١ - دعوت المراسلة الى الاجتماع . ٢ - حكى الناس القصتين .

- ٣ - دعت جاراتها الى بيتها • ٥ - بنوا مدرسة على الجبل •
 ٤ - بنينا البيتين قرب الجبل • ٦ - دعونا الاستاذات الى
 المؤتمر •

b. Rewrite the passive sentences in the imperfect.

2. The verb رَأَى 'to see'

The verb رَأَى (imperfect يَرَى) 'to see' is a defective verb with root R ʔ Y. It has two irregular features: First, the middle radical ʔ is lost in the imperfect. Second, the perfect tense is conjugated like the perfect of بَنَى 'to build' (see Type 2 verbs in C.1 above), while the imperfect tense is conjugated like the imperfect of يَرَى (see Type 3 verbs in C.1 above).

The full conjugation follows:

		PERFECT	IMPERFECT			
			Indicative	Subjunctive	Jussive	Imperative
3 MS	رَأَى	يَرَى	يَرَى	يَرَى		
FS	رَأَتْ	تَرَى	تَرَى	تَرَى		
2 MS	رَأَيْتَ	تَرَى	تَرَى	تَرَى	تَرُ	رَ
FS	رَأَيْتِ	تَرِينَ	تَرِيْ	تَرِيْ	تَرِيْ	رِيْ
1 S	رَأَيْتُ	أَرَى	أَرَى	أَرُ		
3 MD	رَأَوْا	يَرِيَانِ	يَرِيَا	يَرِيَا		
FD	رَأَتَا	تَرِيَانِ	تَرِيَا	تَرِيَا		
2 D	رَأَيْتُمَا	تَرِيَانِ	تَرِيَا	تَرِيَا		رِيَا
3 MP	رَأَوْا	يَرُونُ	يَرُوا	يَرُوا		
FP	رَأَيْنَ	يَرِينَ	يَرِينَ	يَرِينَ		

2 MP	رَأَيْتُمْ	تَرَوْنَ	تَرَوْا	تَرَوَا	رَوْا
FP	رَأَيْتَنَ	تَرَيْنَ	تَرَيْنَ	تَرَيْنَ	رَيْنَ
1 P	رَأَيْنَا	نَرَى	نَرَى	نَرُ	

(The imperative forms of this verb are rarely used.)

Active participle: FaaMiy-

	<u>Singular</u>	<u>Plural</u>
<u>Masculine</u>	رَاءٍ	راءونَ
<u>Feminine</u>	راءِيَّةٌ	راءِيَّاتٌ

Verbal noun: FuMLa(t)

FaML

رُؤْيَةٌ 'seeing'

رَأْيٌ 'view, opinion'

In the passive also, the middle radical ? is lost in the imperfect.

Otherwise the passive is conjugated like that of any Form I defective verb

(see Passive in C.1 above). Examples:

رُئِيَ	'he was seen'	يُرَى	'he is seen'
رُئِيتُ	'I was seen'	أُرَى	'I am seen'
رُؤُوا	'they (m.p.) were seen'	يُرَوْنَ	'they (m.p.) are seen'

The passive participle is مَرُئِي 'seen'.

Now do Drill 10.

Drill 10. (On tape) Conjugation: رَأَى

3. Adjectives of color

Adjectives of color have a special set of patterns in Arabic, exemplified below by أَحْمَرُ 'red'.

	Pattern	Example: 'red'
masc. sing.	?aFMaL ²	أَحْمَرُ
fem. sing.	FaMLaa? ²	حَمْرَاءُ
m./f. plur.	FuML	حَمَرٌ

(The symbol ² denotes a diptote pattern.)

The duals for masculine and feminine are ?aFMaLaani and FaMLaawaani respectively, e.g. أَحْمَرَانِ and حَمْرَاوَانِ. The common colors are:

	?aFMaL ² (m.s.)	FaMLaa? ² (f.s.)	FuML (p.)	noun
'red'	أَحْمَرُ	حَمْرَاءُ	حَمَرٌ	حُمْرَةٌ
'white'	أَبْيَضُ	بَيْضَاءُ	بَيْضٌ	بَيَاضٌ
'black'	أَسْوَدُ	سَوْدَاءُ	سَوْدٌ	سَوَادٌ
'green'	أَخْضَرُ	خَضْرَاءُ	خَضَرٌ	خَضِرَةٌ
'yellow'	أَصْفَرُ	صَفْرَاءُ	صَفَرٌ	صُفْرَةٌ
'blue'	أَزْرَقُ	زَرْقَاءُ	زَرْقٌ	زَرْقٌ, زَرْقَةٌ
'brown-skinned, tawny'	أَسْمَرُ	سَمْرَاءُ Fem. Pl. سَمْرَاوَاتُ	سَمَرٌ	سَمَرَةٌ
'blond, fair'	أَشْفَرُ	شَقْرَاءُ شَقْرَاوَاتُ	شَقَرٌ	شَقَرٌ, شَقْرَةٌ

moreno
brunado

-rubro
-blanco

The adjective أَسْمَرُ refers only to skin color (brown, tawny), while أَشْفَرُ refers to a person's hair (blond, fair-haired) or skin (fair-complexioned).

These two adjectives commonly take the feminine plural form FaMLaawaat, i.e. سَمْرَاوَاتُ and شَقْرَاوَاتُ. The plural of أَبْيَضُ 'white' ?abyadu should be buyd according to the formula FuML; the form that actually occurs is بَيْضٌ biid, showing the change uy → ii parallel to the change ui → ii of Rule H2, L.32.C.2 (p. 49). Corresponding to adjectives of color are nouns of color,

mostly of the pattern FuMla(t):

حُمْرَةٌ	'redness'	زُرْقَةٌ / زَرَقٌ	'blueness'
خَضَرَةٌ	'greenness'	سُمْرَةٌ	'brownness'
صَفَرَةٌ	'yellowness'	شَقْرَةٌ / شَقَرٌ	'blondness'

The pattern FaMaal is used for nouns with hollow roots: بَيَاضٌ 'whiteness' and سَوَادٌ 'blackness'.

A third pattern, FaMaL, also occurs, as with شَقَرٌ 'blondness', زَرَقٌ 'blueness'.

Nouns of color are used in expressing degree of comparison in color; this is achieved through use of أَكْثَرُ 'more' or أَشَدُّ 'more intense' plus the noun of color as an accusative of specification:

أَشَدُّ سَوَادًا	'blacker'	أَقْلُّ سَوَادًا	'less black'
أَشَدُّ بَيَاضًا	'whiter'	أَقْلُّ بَيَاضًا	'less white'
أَكْثَرُ حُمْرَةً	'redder'	أَقْلُّ حُمْرَةً	'less red'

Form IX verbs are derived from adjectives of color of the pattern ?aFMaL², e.g. اِسْوَدَّ 'to turn black' and اِزْرَقَّ 'to turn blue'.

Other color adjectives are derived from nouns by the nisba suffix, e.g. بُرْتُقَالِيٌّ 'orange' (color) from بُرْتُقَالٌ 'orange' (fruit) and بَنِيٌّ 'brown' (referring to objects) from بَنٌّ 'coffee beans, coffee'.

Drill 11. Substitution.

'Red is one of the colors of the American flag.'
(Green-Kuwaiti)

أ : اللون الاحمر من ألوان العلم الامريكى . أخضر، كويتي .

'Green is one of the colors of the Kuwaiti flag.'

ط : اللون الاخضر من ألوان العلم الكويتي .

- | | |
|---------------------|---------------------|
| ٦ - أخضر، أردنيّ . | ١ - أسود، أردنيّ . |
| ٧ - أسود، مصريّ . | ٢ - أبيض، مصريّ . |
| ٨ - أزرق، أمريكيّ . | ٣ - أحمر، مصريّ . |
| ٩ - أحمر، كويتيّ . | ٤ - أحمر، أردنيّ . |
| ١٠ - بنيّ ، قطريّ . | ٥ - أبيض، أمريكيّ . |

Drill 12. Substitution.

- أ : هذا القلم أحمر اللون ، وهذه الورقة حمراء اللون أيضا . أبيض
- 'This pencil is red and this paper is red too.' (white)
- ط : هذا القلم أبيض اللون ، وهذه الورقة بيضاء اللون أيضا .
- 'This pencil is white and this paper is white too.'
- أسود ، أحمر ، أخضر ، أصفر ، أزرق ، بنيّ

Drill 13. Rewrite the word in parenthesis in its correct form and then vocalize it fully.

- ١ - فى امريكا ناس يعرفون بالهنود الامريكيين ، وهم اقلّ عددا — من الـ (أبيض) والمعروف ايضا ان الـ (أسود) فى امريكا اقلّ من الـ (أبيض) .
- ٢ - يعرف سكّان بعض الدول بالـ (أصفر) .
- ٣ - من سكّان العالم من يعرفون بالـ (أبيض) ، ومن يعرفون بالـ (أسود) ومن يعرفون بالـ (أصفر) ، ولكن ليس منهم من يعرفون بالـ (أزرق) او الـ (أخضر) .
- ٤ - كان في المؤتمر نساء (أسود) كما كان فيه نساء (أبيض) .
- ٥ - في المدرسة استاذان (أسود) وأستاذتان (أسود) .

- ٦-الامريكيون أكثر (أبيض) من العرب .
 ٧-هؤلاء أكثر (أسود) من أولئك .
 ٨-ماء البحر أكثر (أزرق) من ماء النهر .

D. Comprehension passage

د م نصوص للفهم

Read the following passage and then do Drill 14 which is based on it.

مذكرات زائر امريكي

ارنست كمبل طالب في جامعة كورنيل ، وهو الآن يعدّ رسالةً عن الوضع السياسي في الشرق الاوسط .

زار كمبل عددا من الدول العربية في العام الماضي ، وكتب أثناء زيارته مذكرات نَعْرَضُ عَلَيْكَ بعضها :

٣ أَيْلُولَ (سَيْتَمْبَر) سنة ١٩٧٥ .

وصلت الى بيروت ، عاصمة لبنان ، منذ يومين ، وسكنت في فندق صغير؛ لكن صديقي اللبناني بشير شاهين طلب مني أن انتقل الى بيته وان ابقى هناك حتى ارحل عن لبنان . الشعب اللبناني كريم : لقد لقيت من عائلة generous صديقي كل الترحيب والاکرام . لعلّ احدهم يذهب الى امريكا فأكرمه .

السيّارات هنا كثيرة جداً : سيّارات ليس لها عدد تذهب وتجيء في

شوارع العاصمة . أين الجمال التي قيل لي اني سأراها في البلاد العربية؟!

٥ أَيْلُولَ (سبتمبر) سنة ١٩٧٥ .

لقد زرت أكثر الدول الأوروبية فلم ار أجمل من لبنان : مدنه جميلة ،

وقراه جميلة ، وجباله جميلة ، وكلّ شيء فيه جميل . والشعب اللبناني يعلم

ذلك كلّ العلم ، وهو لذلك يحبّ لبنان كلّ الحبّ .

٦ سَيْتَمْبَر سنة ١٩٧٥ .

قلت امس ان الشعب اللبناني كَرِيمٌ ، واقول اليوم انه ايضا شعب generous
تجارة . ولعلّ السبب في ذلك انّ لبنان في وسط العالم ، وانه يقع على
البحر الأبيض المتوسط ، وان موارده قليلة . ولكن اذا اردت ان تجدد The
Mediterranean
من الناس اكراما فلا تذهب الى الأسواق .
bazaars, markets

١٥ أيلول (سبتمبر) سنة ١٩٧٥ .

تأملت سفري ووصلت الى عمان، عاصمة المملكة الاردنية ، مساء امس ؛
وانا الآن اسكن في فندق على مسافة قصيرة من قصر الملك . كل الذين
قابلتهم في الفندق يعرفون اللغة الانكليزية .
الحياة في عمان كالحياة في غيرها من المدن العربية : عمل كثير،
ونشاط ليس له نهاية ، وزوّار يذهبون وغيرهم يجيئون . لكنّ عمان تختلف
عن بيروت . فيم تختلف ؟ لست متأكّدا ! وكيف استطيع ان أتأكّد بعد بقايتي
هنا يوما واحدا ؟ احتاج الى وقت اطول .

٢٧ تشرين الأول (أكتوبر) سنة ١٩٧٥ . October

منذ ثلاثة ايام وصلت الى بور سعيد بعد زيارة قصيرة لقبرص . ومن Cyprus
قبرص ذهبت في سفينة مصرية صغيرة الى السويس ، ثم جئت باللاوتوبيس الى ship
القاهرة .

بور سعيد مدينة مصرية كبيرة تقع على البحر الابيض المتوسط ،
اما السويس فهي مدينة مصرية تقع على البحر الاحمر قرب سيناء . والقناة Sinai
التي تربط بور سعيد بالسويس هي قناة السويس . في تلك القناة سارت
سفينتنا . هذه اذن هي القناة التي تتحدّث عنها صحف الغرب والتي اشرت
في حياة مصر تأثيرا عظيما ! كنت انظر في مياهها فأرى الف صورة وصورة
واقرا الف قصة وقصة واسمع الف حكمة وحكمة : كنت ارى صوراً لحياة مصر ،
واقرا قصصاً من تاريخها .

١٠ كانون الاول (ديسمبر) سنة ١٩٧٥ . December

١٠ كانون الاول (ديسمبر) سنة ١٩٧٥

انا الآن في مدينة تونس ، وبعد اسبوع اعود الى الولايات المتحدة .
مما لا شك فيه ان تونس دولة عربية وان شعبها عربي ، لكن الحياة
هنا تختلف عن الحياة في الدول العربية الاخرى . الحياة في مدينة تونس
اقرب الى الحياة في اوربا . أ يكون ذلك لأنّ الفرنسيين اثروا على الشعب
التونسي تأثيرا كبيرا ، ام لان العاصمة التونسية قريبة من اوربا ، ام
لان عددا كبيرا من السياسيين والاساتذة التونسيين قد تعلموا في اوربا
ام لان مدينة تونس تستقبل كلّ عام عددا غير قليل من الزوار الاوربيين ،
ام لهذه الاسباب كلها ولاسباب اخرى لا اعرفها ؟

Drill 14. Written.

- ١ - من هو ارنست كمبل ؟
- ٢ - اذكر بعض المدن العربية التي زارها كمبل في العام الماضي .
- ٣ - اين سكن كمبل اثناء زيارته للبنان ؟
- ٤ - ما رأي كمبل في لبنان ؟ وما رأيه في الشعب اللبناني ؟
- ٥ - ما عاصمة الاردن ؟
- ٦ - صف الحياة التي رآها كمبل في الاردن ؟
- ٧ - هل ذهب كمبل من بور سعيد الى السويس بالطائرة ؟
- ٨ - اكان كمبل يعرف شيئا عن حياة مصر وتاريخها قبل زيارته للشرق
الاطلسي ؟ كيف علمت ذلك ؟
- ٩ - كيف تختلف الحياة في تونس عن الحياة في الدول العربية الاخرى ؟
- ١٠ - هل يزور تونس كل عام اوروبيون كثيرون ؟
- ١١ - ترجم الى الانكليزية مذكرة ٥ ايلول (سبتمبر) .

E. General drills

هـ - التمارين العامة

Drill 15. Written. Completion: Cognate accusative

- 'He became interested in the subject.' اهتمّ بالموضوع
'He became greatly interested in the subject.' • اهتمّ بالموضوع اهتماما عظيما
'He became fully interested in the subject.' • اهتمّ بالموضوع كلّ الاهتمام
'He became somewhat interested in the subject.' اهتمّ بالموضوع بعض الاهتمام

- ١ - لقي صديقه
٢ - أشكّ في قوله
٣ - احتفلوا برجوعى
٤ - تغيّر الوضع الاقتصادى
٥ - انتشرت الصناعة فى مصر
٦ - وصف الكاتب حياة الشعب
اليهى .
٧ - أحبّته
٨ - نجحت الثورة
٩ - يختلف الفن العربى عن الفن الغربى
١٠ - يعتمدون علينا
١١ - استقبل الوزير

Drill 16. Written. Sentence formation.

Use each of the following words in a meaningful sentence:

- سبب - توفّر - أنشأ - تراسل - مجلة - نسخة - نشاط - ثقافة - تصرف - وعد

أ - الجمل التمهيديّة
العائلة الأمريكية

A. Preparatory sentences

The American Family

- ١ - سَعْدٌ: صباح الخير يا بَيتَر.
٢ - بَيتَر: صباح النور.
٣ - سَعْدٌ: أريد أن أسألك عن بعض الأمور التي تتصل بالعائلة الأمريكية.
٤ - بَيتَر: حسنا. ماهي أسئلتك؟
٥ - س: سمعت أن للأمّ الأمريكية مكانة مساوية لمكانة الأب.

Good morning, Peter.

Good morning.

I wish to ask you about some matters that have to do with the American family.

Fine. What are your questions?

I have heard that the American mother has a position equal to that of the father.

أم - أمّهات

mother

- ٦ - ب: الرأي السائد هو أن مكانتها مساوية لمكانة الأب، لكنّ وظيفتها في العائلة مختلفة عن وظيفته. فهي التي تقوم بتربية الأولاد مثلاً.

The prevalent view is that her status is equal to that of the father, but her function in the family is different from his, for she is the one who carries out the rearing of the children, for example.

mandar, dominer, capiteuer, se jeter de ...
prevalecer, reinar, imperar, predominar...
to prevail, reign; master, rule

to undertake, concern o.s. with,
practice

encargar-se de, ocupar-se de, emprender,
elevar a cabo, realizar, acometer

سَادَ م ، سَيَادَةُ
قَامَ م ، قِيَامٌ ب

- ٧ - س: هل مكانة المرأة مساوية لمكانة الرجل في كل العائلات الأمريكية؟

Is the woman's position equal to the man's in all American families?

- ٨ - ب: في عدد كبير من العائلات وعلى الرغم من ذلك في مكانتها أقل من مكانته في بعض العائلات الفقيرة.

In a large number of them, but in spite of that her prestige is less than his in some poor families. Most Americans still consider

واكثر الامريكيين ما زالوا
يحتسرون الرجل مَسْؤُولًا عن
العائلة .

the man to be responsible for the
family.

على الرغم من . . .
مَسْؤُول - ون (عن)

in spite of
responsible (for); an official

٩ - س : القانون الامريكى يمنح المرأة
نفس حقوق الرجل ، أليس كذلك؟

American law grants women the same
rights as men, doesn't it?

قانون - قَوَانِين

law; code; regulation

١٠ - ب : المرأة اليوم تطالب مطالبة
قَوِيَّةً بمثل هذا القانون .

Women today are strongly demanding
such a law.

قَوِي - أَقْوِيَاءُ

strong, powerful *fuerte, potente, robusto*

١١ - س : اهذا هو القانون الذي يُسمى
" قانون الحقوق المدنية " ؟

Is this the law that is called the
"Civil Rights" law?

سَمَى ، تَسْمِيَّةً
[الحقوق المدنية]

II to name, call
[Civil Rights]

١٢ - ب : لا . هو الذي يُدعى " قانون
التساوي في الحقوق " .

No, it is the one that is called
the "Equal Rights Law."

دَعَا ، دُعَاءُ (ب)
[التساوي في الحقوق]

to call, name (s.o.) (s.th.)

[Equal Rights]

igualdad, equivalencia

١٣ - س : في أيّ عمر يَسْتَقِلُّ الاولاد ؟

At what age do the children become
independent?

اِسْتَقْلًا ، اِسْتَقْلَالًا

X to be , become independent *independizarse*

١٤ - ب : اكثرهم يَسْتَقِلُّون قبل العشرين
من عمرهم .

Most of them are on their own by
the age of twenty.

١٥ - س : يقال ان العائلة الامريكية
لا تربطها بالاقارب روابط
قوية .

It is said that the American family is not bound by strong ties to its relatives.

رَبَطُ رِبْطُ رَابِطُ رَوَابِطُ
vinculo, lazo
relative, relation

قَرِيبٌ - أَقْرَبُ ، أَقْرَبَاءُ

١٦ - ب : احيانا . فالامريكي قَدْ
يقيم في ولاية ويقيم
اقاربه في ولاية اخرى بعيدة.
وليس من عادات الاقارب
ان يَتَهَادَلُوا الزيارات او
يستقبلوا الضيوف بِدُونِ
تحديد المواعيد .

Sometimes. The American might reside in one state while his relatives reside in another one far away. And it is not the relatives' custom to exchange visits or have guests without setting the dates.

قَدْ

(before imperfect) perhaps, maybe; sometimes

عَادَةٌ - ات
تَهَادُلٌ ، تَهَادُلٌ
ضَيْفٌ - ضُيُوفٌ
بِدُونِ = دُونَ

custom, habit

VI to exchange

guest *huésped, invitado*

without

١٧ - س : شكرا . أُنَسْتِطِيعُ أَنْ نَتَابَعَ
بَحْثَ هَذَا الْمَوْضُوعِ غَدًا ؟

Thanks. Can we continue the discussion of this subject tomorrow?

١٨ - ب : إِنْذَا أَحْبَبْتُ .

If you like.

إِذَا

if; when; whenever

المفردات الاضافية

Additional vocabulary

١٩ - لِمَاذَا يَقُولُونَ لِأَحْمَدَ "أَبُو اسْعَدَ"؟

Why do they call Ahmad "Abu As'ad"?

قَالَ لِي قَوْلٌ

to call s.o. s.th.

٢٠ - غَنَّى عَنْ رَجُلٍ فَقِيرٍ لَيْسَ عِنْدَهُ دُولَارٌ .

He sang about a poor man who did not have a dollar.

غَنَّى ، غَنَاءٌ
دُولَارٌ - ات

II to sing

dollar

٢١ - إِنْ

if, if it should be that

٢٢ - لَوْ . . لُ

if, if it were that

العائلة العربية

العائلة العربية هي الوحدة الاساسية في بناء المجتمع

العربي .

varies...
according to
the various

تختلف العائلة العربية باختلاف البلدان والاديان والوضع

الاجتماعي ، فالعائلة في ليبيا مثلا تختلف عن العائلة في مصر ،

والعائلة في المملكة العربية السعودية تختلف عنها في لبنان . كذلك

تختلف العائلة المسلمة عن العائلة المسيحية او العائلة اليهودية .

وتختلف العائلة الغنية عن العائلة الفقيرة .

characteristics

وعلى الرغم من هذه الاختلافات فان هناك صفات تمتاز بها

العائلة العربية .

generosity

فالعائلة العربية معروفة بالكرم ، فهي تظهر للضيف

الترحيب وتقدم له الطعام . وكثير من العائلات العربية تطلب من الزائر

ان يشاركها طعامها حتى اذا لم يكن مدعوا . ولذلك كله تأثير على

sons and daughters

البنين والبنات ، فالعربي يعتبر الأكل معه ضيفا حتى اذا كانا في

مطعم .

والعربي يحترم جيرانه ويساعدهم عندما يحتاجون الى

المساعدة ، والعرب يقولون : إِنَّ النَّبِيَّ قَدْ أَوْصَى بِسَابِعٍ جَارٍ .

الاب رأس العائلة العربية ، وهو المسؤول عنها اقتصاديا

واجتماعيا . يحترمه اعضاء العائلة الى ابعد الحدود ، ويقدم هو

لاعضاء عائلته كل خدمة يستطيع تقديمها . والام سيدة البيت ومديرته :

تقوم بتربية اولادها ويقدم لها زوجها واولادها اعظم الاحترام . والعرب

يقولون : الْجَنَّةُ تَحْتَ أَقْدَامِ الْأُمَّهَاتِ .

they provide يقوم الاب والام بتربية اولادهما ويؤفران لهم كل حاجاتهم

until الى ان يستقلوا في حياتهم ، وعند ذلك يقوم كل ابن بتقديم المساعدة لوالديه .

ومن العادات العربية ان يدعى الوالدان باسم ابنيهما الاكبر ، فيقال للوالد " ابو أسعد " وتسمى الوالدة " أم أسعد " اذا كان اسم ابنيهما الاكبر " اسعد " .

characteristics من أهم صفات العائلة العربية ان هناك رابطة قوية بين اعضائها .

paternal uncles ولا تشمل تلك الرابطة الوالدين واولادهما فقط ، بل تشمل ايضا الأعمام

maternal uncles والأخوال وغيرهم من الاقارب . والتعاون لا يكون بين اعضاء العائلة الواحدة فقط ، بل يكون ايضا بين عائلات الاقارب . ومن السائد بين العرب ان يتبادل الاقارب الزيارات في الأعياد ، بل وبدون مناسبة .

holidays; occasions وقيم الابن او الابنة في بيت الوالدين الى يوم الزواج ، وقد يقيم الابن في بيت والديه بعد زواجه . ومن المعروف ان ابناء العائلة يستطيعون ان يتزوجوا من بنات اعمامهم واخوالهم .

B. Basic text

The Arab Family

The Arab family is the basic unit in the structure of Arab society.

The Arab family varies according to country, religion and social condition; the family in Libya, for example, is different from the family in Egypt, and the family in the Kingdom of Saudi Arabia is different from that of Lebanon. The Muslim family likewise is different from the Christian or the Jewish family, and the rich family is different from the poor one.

In spite of these differences there are characteristics by which the Arab family is distinguished:

The Arab family is famous for its hospitality; it shows the guest a warm welcome and offers him food. Many Arab families ask the guest to share their food with them, even if he has not been invited. All of this has its influence on the children, for the Arab considers anyone eating with him as his guest, even if they are in a restaurant.

The Arab respects his neighbors and helps them when they need help. Arabs say "The Prophet has entrusted (to us) the seventh neighbor" (that is, we are responsible not for our next-door neighbor alone, but for all our neighbors up to seven and more.)

The father is the head of the Arab family, and he is responsible for it economically and socially. He is respected by the members of his family to the greatest extent, and he presents to the members of his family every service that he can. The mother is the lady of the house and its manager--she undertakes the upbringing of her children and her husband and her children accord her the greatest of respect. The Arabs say, "Paradise lies at the feet of the mothers."

The father and mother undertake the upbringing of their children and provide for all their needs until they begin to lead independent lives. At that point each son undertakes to offer assistance to his parents.

One of the Arabs' customs is for the parents to be called by the name of their oldest son. The father is called "Abū As'ad" and the mother is called "Umm As'ad" if their oldest son's name is As'ad.

One of the most important traits of the Arab family is that there is a strong bond between its members. Nor does that bond include the parents and their children alone, it also includes the paternal and maternal uncles and other relatives. And there is cooperation not only among the members of a single family but also between the relatives' families. A prevalent (custom) among the Arabs is for relatives to exchange visits on holidays, and even when it is not a special occasion.

The son or the daughter lives in the parents' house until their wedding day, and the son might reside in his parents' house after getting married. And it is a well-known fact that the sons in a family can marry their first cousins.

C. Grammar and drills

ج - القواعد والتمارين

1. Defective verbs: Derived Forms
2. قَدْ 'perhaps' with the imperfect
3. Existential sentences, "there is, there are...": Summary
4. Conditional sentences
5. Declinable prepositions

1. Defective verbs: Derived Forms

There are defective verbs in all the derived Forms (except for Form IX verbs all of which are conjugated like doubled verbs). Some defective verbs have W as their last radical and some Y, but both W and Y show up as y in derived verbs, and are all conjugated the same way within each form:

(1) In the perfect tense, all derived defective verbs have stems ending in -ay and thus are conjugated like the perfect tense of بَنَى 'to build' (see Type 2 verbs in 36.C.1).

(2) In the imperfect tense, all have stems ending in -iy and are conjugated like the imperfect tense of يَبْنِي (imperfect يَبْنِي), except Forms V and VI, which have imperfect stems ending in -ay and thus are conjugated like the imperfect of لَقِيَ (imperfect لَقِيَ) (see Type 3 verbs in 36.C.1).

(3) In the passive, all have perfect stems ending in -iy and imperfect stems ending in -ay, and are conjugated like the passive of all Form I verbs (see Passive in 36.C.1).

(4) The active participle stems all end in -iy; therefore the masculine singular forms of these participles are defective adjectives (see 34.C.2).

(5) The passive participles all have stems ending in -ay; therefore their masculine singular forms are all indeclinables (see 31.C.2). Each of the derived Forms is discussed below.

Form II

STEM PATTERNS

	Perfect	Imperfect	Participle
Active	FaMMay-	-FaMMiy-	muFaMMiy-
Passive	FuMMiy-	-FaMMay-	muFaMMay-
Verbal noun: taFMiya(t)-			

Form II defective verbs are conjugated throughout like بَنَى 'to build'.

Note that the verbal noun of these verbs is a feminine noun ending in ة.

As an illustration, the following charts give all the forms of the verb سَمَّى

mentionar, designar, numbrar, denominar

'to name, call (someone) (something)'. (Note: this verb is derived from the noun اِسْم 'name', whose root has only two radicals: S M. Since every verb must have at least three radicals, a Y is added, making the root of the verb S M Y.)

ACTIVE

	PERFECT (Stem: <u>sammay-</u>)	IMPERFECT (Stem: <u>-sammiy-</u>)			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	سَمَّى	يُسَمِّي	يُسَمِّي	يُسَمِّ	
FS	سَمَّتْ	تُسَمِّي	تُسَمِّي	تُسَمِّ	
2 MS	سَمَيْتَ	تُسَمِّي	تُسَمِّي	تُسَمِّ	سَمِّ
FS	سَمَيْتِ	تُسَمِينَ	تُسَمِينَ		سَمِّي
1 S	سَمَّيْتُ	أُسَمِّي	أُسَمِّي	أُسَمِّ	
3 MD	سَمَّيَا	يُسَمِّانِ	يُسَمِّا		
FD	سَمَّتَا	تُسَمِّانِ	تُسَمِّا		
2 D	سَمَيْتُمَا	تُسَمِّانِ	تُسَمِّا		سَمِّا
3 MP	سَمَّوْا	يُسَمُّونَ	يُسَمُّوْا		
FP	سَمَّيْنِ		يُسَمِّينَ		
2 MP	سَمَيْتُمْ	تُسَمُّونَ	تُسَمُّوْا		سَمُّوْا
FP	سَمَيْتِنِ		تُسَمِّينَ		سَمِّينَ
1 P	سَمَّيْنَا	نُسَمِّي	نُسَمِّي	نُسَمِّ	

Active participle (Stem: <u>musammiy-</u>)	
Singular	Plural
Masc. مَسْمٍ	مَسْمُونٌ
Fem. مَسْمِيَةٌ	مَسْمِيَاتٌ

Verbal noun (Stem: <u>tasmiya(t)-</u>)
تَسْمِيَةٌ

This pattern--taFmiLa(t)--is sometimes used with non-weak verbs as well, in addition to the regular pattern taFmiL, e.g. قَدَّمَ 'to introduce' has both تَقْدِيمٌ and تَقْدِمْ.

PASSIVE

	PERFECT (Stem: <u>summiy-</u>)	IMPERFECT (Stem: <u>-sammay-</u>)		
		Indicative	Subjunctive	Jussive
3 MS	سُمِيَ	يُسَمَّى	يُسَمَّى	يُسَمَّ
FS	سُمِيَتْ	تُسَمَّى	تُسَمَّى	تُسَمَّ
2 MS	سُمِيتُ	تُسَمَّى	تُسَمَّى	تُسَمَّ
FS	سُمِيتِ	تُسَمَيْنَ	تُسَمَيْنَ	
1 S	سُمِيتُ	أُسْمَى	أُسَمَّى	أُسَمَّ
3 MD	سُمِيَ	يُسَمَّيَانِ	يُسَمَّيَانِ	
FD	سُمِيَتَا	تُسَمَّيَانِ	تُسَمَّيَانِ	
2 D	سُمِيَتُمَا	تُسَمَّيَانِ	تُسَمَّيَانِ	

3 MP	يُسَمُّوْنَ	يُسَمُّوْنَ	يُسَمُّوْنَ
FP	يُسَمُّوْنَ	يُسَمُّوْنَ	يُسَمُّوْنَ
2 MP	يُسَمُّوْنَ	يُسَمُّوْنَ	يُسَمُّوْنَ
FP	يُسَمُّوْنَ	يُسَمُّوْنَ	يُسَمُّوْنَ
1 P	يُسَمُّوْنَ	يُسَمُّوْنَ	يُسَمُّوْنَ

Passive participle (Stem: <u>musammay-</u>)	
Singular	Plural
Masc. مَسْمُومٌ	مَسْمُومُونَ
Fem. مَسْمُومَاتٌ	مَسْمُومَاتٌ

Form III

STEM PATTERNS

	Perfect	Imperfect	Participle
Active	FaaMay-	-FaaMiy-	muFaaMiy-
Passive	FuuMiy-	-FaaMay-	muFaaMay-
Verbal noun: muFaaMaa(t)-			

Form III defective verbs are conjugated throughout like يَبْنِي 'to build'.

As examples, some forms of the verb يَدْعِي 'to call to, summon' are given below. Here, and in the illustrations for other derived verbs below, the two forms given as examples in each tense illustrate

(1) the regular stem with a suffix and (2) the stem fused with a suffix, not necessarily in that order.

ACTIVE

Perfect (Stem: <u>naaday-</u>)		Imperfect (Stem: <u>-naadiy-</u>)	
3 MS	نَادَى	3 MS	يُنَادِي
1 S	نَادَيْتُ	3 MD	يُنَادِيَانِ

Active participle (Stem: <u>munaadiy-</u>)			
Singular		Plural	
Masc.	مُنَادٍ	مُنَادُونَ	
Fem.	مُنَادِيَةٌ	مُنَادِيَاتٌ	

PASSIVE

Perfect (Stem: <u>nuudiy-</u>)		Imperfect (Stem: <u>-naaday-</u>)	
3 MS	نُودِيَ	3 MS	يُنَادَى
1 S	نُودِيتُ	3 FP	يُنَادَيْنَ

Passive participle (Stem: <u>munaaday-</u>)			
Singular		Plural	
Masc.	مُنَادٍ	مُنَادُونَ	
Fem.	مُنَادَاةٌ	مُنَادِيَاتٌ	

Verbal noun (Stem: <u>munaadaa(t)-</u>)	
مُنَادَاةٌ	

Form IV

STEM PATTERNS

	Perfect	Imperfect	Participle
Active	?aFMay-	-FMiy-	muFMiy-
Passive	?uFMiy-	-FMay-	muFMay-
Verbal noun: ?iFMaa?-			

Form IV defective verbs are conjugated throughout like بَنَى 'to build'. Note that the verbal nouns of these verbs all end in ء hamza, which always replaces a final radical W or Y after aa. The examples below are forms of the verb أَعْطَى 'to give'.

ACTIVE

Perfect (Stem: ?aʕtay-)		Imperfect (Stem: -ʕtiy-)	
3 MS	أَعْطَى	3 MS	يُعْطِي
1 S	أَعْطَيْتَ	3 FP	يُعْطِينَ

Active participle (Stem: muʕtiy-)		
	Singular	Plural
Masc.	مُعْطٍ	مُعْطُونَ
Fem.	مُعْطِيَةٌ	مُعْطِيَاتٌ

* We have had the active participle مَسَاوٍ; you are now responsible for the III defective verb from which it is derived, سَاوَى 'to be equivalent, equal to s.th.'

PASSIVE

Perfect (Stem: <u>?uʕtiy-</u>)		Imperfect (Stem: <u>-ʕtay-</u>)	
3 MS	أُعْطِيَ	3 MS	يُعْطَى
3 MP	أُعْطُوا	3 FP	يُعْطَيْنَ

Passive participle (Stem: <u>muʕtay-</u>)	
Singular	Plural
Masc. مُعْطًى	مُعْطُونَ
Fem. مُعْطَاةٌ	مُعْطِيَاتٌ

Verbal noun (Stem: <u>?iʕtaa?-</u>)
إِعْطَاءٌ

Form V

STEM PATTERNS

	Perfect	Imperfect	Participle
Active	taFaMMay-	-taFaMMay-	mutaFaMMiy-
Passive	tuFuMMiy-	-taFaMMay-	mutaFaMMay-
Verbal noun: taFaMMiy-			

Form V defective verbs are conjugated like بَنَى 'to build' except in the active imperfect, which is like يَلْقَى (imperfect لَقِيَ) 'to find'. Shown below as illustrations are the full active conjugation of تَمَنَّى 'to desire,

wish for', and examples of the passive. Note that the verbal noun of these verbs is a defective noun (see 34.C.2).

ACTIVE

PERFECT		IMPERFECT			
(Stem: <u>tamannay-</u>)		(Stem: <u>-tamannay-</u>)			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	تَمَنَّى	يَتَمَنَّي	يَتَمَنَّي	يَتَمَنَّ	
FS	تَمَنَّتْ	تَتَمَنَّي	تَتَمَنَّي	تَتَمَنَّ	
2 MS	تَمَنَيْتَ	تَتَمَنَّي	تَتَمَنَّي	تَتَمَنَّ	تَمَنَّ
FS	تَمَنَيْتِ	تَتَمَنَّيْنَ	تَتَمَنَّي		تَمَنَّيْ
1 S	تَمَنَيْتُ	أَتَمَنَّي	أَتَمَنَّي	أَتَمَنَّ	
3 MD	تَمَنَّا	يَتَمَنَّيَانِ	يَتَمَنَّيَا		
FD	تَمَنَّتا	تَتَمَنَّيَانِ	تَتَمَنَّيَا		
2 D	تَمَنَيْتُمَا	تَتَمَنَّيَانِ	تَتَمَنَّيَا		تَمَنَّا
3 MP	تَمَنُّوا	يَتَمَنُّونَ	يَتَمَنُّوْا		
FP	تَمَنَيْنَ	يَتَمَنُّيْنَ			
2 MP	تَمَنَيْتُمْ	تَتَمَنُّونَ	تَتَمَنُّوْا		تَمَنُّوا
FP	تَمَنَيْتُنَّ	تَتَمَنُّيْنَ			تَمَنَيْنَ
1 P	تَمَنَيْنَا	نَتَمَنَّي	نَتَمَنَّي	نَتَمَنَّ	

Active participle (Stem: <u>mutamanniy-</u>)	
Singular	Plural
Masc. مُتَمَنَّيْ	مُتَمَنَّوْنَ
Fem. مُتَمَنَّيَاتُ	مُتَمَنَّيَاتُ

PASSIVE

Perfect (Stem: <u>tumunniy-</u>)		Imperfect (Stem: <u>-tamannay-</u>)	
3 MS	تُمْنِيْ	3 MS	يُتَمَنَّيْ
3 MP	تُمْنُوْا	3 FP	يُتَمَنَّيْنَ

Passive participle (Stem: <u>mutamannay-</u>)	
Singular	Plural
Masc. مُتَمَنَّيْ	مُتَمَنَّوْنَ
Fem. مُتَمَنَّيَاتُ	مُتَمَنَّيَاتُ

Verbal noun (Stem: <u>tamanniy-</u>)	
تَمْنٌ	

Form VI ✓

STEM PATTERNS

	Perfect	Imperfect	Participle
Active	taFaaMay-	-taFaaMay-	mutaFaaMiy-
Passive	tuFuuMiy-	-taFaaMay-	mutaFaaMay-
Verbal noun: taFaaMiy-			

Form VI defective verbs are conjugated like بَنَى 'to build' except in the active imperfect, which is like لَقِيَ (يَلْقَى imperfect) 'to find'. (The passive is rare in these verbs.) The examples below are forms of the verb تَلَقَّى *encounter* 'to meet, get together'. Note that the verbal noun of these verbs is a defective noun (see 34.C.2).

ACTIVE

Perfect (Stem: <u>talaaqay-</u>)		Imperfect (Stem: <u>-talaaqay-</u>)	
3 MS	تَلَقَّى	3 MS	يَتَلَقَّى
1 P	تَلَقَّيْنَا	3 FP	يَتَلَقَّيْنَ

Active participle (Stem: <u>mutalaaqiy-</u>)	
Singular	Plural
Masc. مُتَلَقٍّ	مُتَلَقِّونَ
Fem. مُتَلَقِّةٌ	مُتَلَقِّياتٌ

Verbal noun (Stem: <u>talaagiy-</u>)
تَلَاَقٍ

Form VII

STEM PATTERNS

	Perfect	Imperfect	Participle
Active	-nFaMay-	-nFaMiy-	munFaMiy-
Verbal noun: -nFiMaa?-			

Form VII defective verbs are conjugated like بَنَى 'to build'. They have no passive. The examples below are forms of the verb اِنْقَضَى 'to cease, *estar terminad acabarse* come to an end'. Note that the verbal nouns of these verbs end in ء hamza.

ACTIVE

Perfect (Stem: <u>-nqaday-</u>)	Imperfect (Stem: <u>-nqadiy-</u>)
3 MS اِنْقَضَى	3 MS يَنْقُضِي
3 MD اِنْقَضَا	3 MD يَنْقُضِيَانِ

Active participle (Stem: <u>munqadiy-</u>)	
Singular	Plural
Masc. مُنْقَضٍ	مُنْقَضُونَ
Fem. مُنْقَضِيَةٌ	مُنْقَضِيَاتٌ

Verbal noun (Stem: <u>-nqidaa?-</u>)
إِنْقِضَاءٌ

Form VIII

STEM PATTERNS

	Perfect	Imperfect	Participle
Active	-FtaMay-	-FtaMiy-	muFtaMiy-
Passive	-FtuMiy-	-FtaMay-	muFtaMay-
Verbal noun: -FtiMaa?-			

Form VIII defective verbs are conjugated throughout like ^{بَنَى}'to build'.

The examples below are forms of the verb ^{اشْتَرَى}'to buy'.

ACTIVE

Perfect (Stem: <u>-štaray-</u>)		Imperfect (Stem: <u>-štariy-</u>)	
3 MS	اشْتَرَى	3 MS	يَشْتَرِي
1 S	اشْتَرَيْتُ	3 MD	يَشْتَرِيَانِ

Active participle (Stem: <u>muštariy-</u>)			
Singular		Plural	
Masc.	مُشْتَرٍ	مُشْتَرُونَ	
Fem.	مُشْتَرِيَةٌ	مُشْتَرِيَاتٌ	

Verbal noun (Stem: <u>-štiraa?-</u>)
اِشْتِرَاءٌ

(Note: This particular verbal noun is rare; the Form I verbal noun شِرَاءٌ is normally used instead. An example of a common Form VIII verbal noun is اِنْتِهَاءٌ 'end', from اِنْتَهَى 'to come to an end'.)

Form X

STEM PATTERNS

	Perfect	Imperfect	Participle
Active	-staFMay-	-staFMiy-	mustaFMiy-
Passive	-stuFMiy-	-staFMay-	mustaFMay-
Verbal noun: -stiFMaa?-			

Form X defective verbs are conjugated throughout like بَنَى 'to build'.

The examples below are forms of the verb اِسْتَثْنَى 'to except'. Note that the verbal nouns of these verbs end in ء hamza. *exception*

ACTIVE

Perfect (Stem: <u>-staθnay-</u>)		Imperfect (Stem: <u>-staθniy-</u>)	
3 MS	اِسْتَثْنَى	3 MS	يَسْتَثْنِي
1 S	اِسْتَثْنَيْتُ	3 MD	يَسْتَثْنِيَانِ

Active participle (Stem: <u>mustaʕniy-</u>)	
Singular	Plural
Masc. مُسْتَحْنٍ	مُسْتَحْنُونَ
Fem. مُسْتَحْنِيَّةٌ	مُسْتَحْنِيَّاتٌ

PASSIVE

Perfect (Stem: <u>-stuʕniy-</u>)		Imperfect (Stem: <u>-staʕnay-</u>)	
3 MS	أُسْتُحْنِيَ	3 MS	يُسْتَحْنَى
3 MD	أُسْتُحْنُوا	3 FP	يُسْتَحْنِينَ

Passive participle (Stem: <u>mustaʕnay-</u>)	
Singular	Plural
Masc. مُسْتَحْنَى	مُسْتَحْنُونَ
Fem. مُسْتَحْنَاءٌ	مُسْتَحْنِيَّاتٌ

Verbal noun (Stem: <u>-stiʕnaa?-</u>)	
إِسْتِحْنَاءٌ	

Now do Drills 1 (on tape) and 2.

Drill 1. (On tape) Conjugation. Derived defective verbs.

Drill 2. Written. Completion.

Perfect	Imperfect	Active Participle	Passive Participle	Verbal Noun
		داع		
				احاطة
حكى				
				بناء
	تسمي			
			مناري	
اعطى				
تمنى				
استثنى				
		مساو	XXX	

2. قد 'perhaps' with the imperfect

We have seen قد used in various ways with perfect tense (see L.24. C.2).

قد is also used with a following imperfect indicative verb in the meaning 'perhaps, maybe; sometimes'; the imperfect verb after قد is negated with لا.

Examples:

<p>قَدْ يَعْتَقِدُ الْأَبُ شَيْئًا وَيَعْتَقِدُ الْإِبْنُ شَيْئًا آخَرَ .</p>	<p>'The father might believe one thing and the son something else.'</p>
<p>وَقَدْ يَسْكُنُ الْإِبْنُ مَعَ أَهْلِهِ .</p>	<p>'And the son sometimes lives with his family.'</p>
<p>لِأَنَّ وَالِدَتَهُ قَدْ لَا تَسْمَحُ بِذَهَابِهِ .</p>	<p>'Because his mother might not let him go.'</p>

Now do Drill 3.

Drill 3. Translation: Use of قد .

- ١ - ✓ قد ازوركتم غدا وقد نذهب معا للمسرح .
- ٢ - ✓ كنت قد اشتركت في المؤتمر الاخير .
- ٣ - ✓ قد لا يتم الاتفاق بين وزيري خارجية البلدين .
- ٤ - ✓ سأكون قد اكملت الدراسة عندما تصلين الى الولايات المتحدة .
- ٥ - ✓ قد يكون احسن طالب في صفه .
- ٦ - ✓ قد يكون من الصحيح ان خير البلد معتمد على الحزب القومي .
- ٧ - ✓ قد يكون هذا العامل الذي يعمل في حفر الآثار اكثر علما بها من المشرف عليه .
- ٨ - ✓ قد يكون هذا الرجل قبيح الوجه ولكنه ايضا كبير القلب .

3. Existential sentences, "there is, there are...": Summary.

a. Indefinite subject

In Arabic the existence of a thing is usually expressed by the following type of equational sentence:

في الشرق الأوسط عددٌ من الدول الغنية بالزيت . 'In the Middle East there are a number of oil-rich states.'

Such sentences are characterized by an indefinite subject (here... عددٌ من) preceded by its predicate (10.C.3). The predicate must be an adverbial expression. In this example the predicate is a prepositional phrase (في الشرق الأوسط), but the adverb هناك 'there is, there are' is often used as the predicate in an existential sentence (see 17.C.1); for example:

هناك عددٌ كبيرٌ من الدول الغنية بالزيت وفقيرة في الموارد الأخرى .	'There are a great number of states rich in oil and poor in other resources.'
---	---

These sentences are usually negated with **لَيْسَ** , e.g.

لَيْسَ فِي الشَّرْقِ الْاَوْسَطِ دَوْلٌ غَنِيَّةٌ بِمِثْلِ هَذِهِ الْمَوَارِدِ .	'There are no states in the Middle East rich in resources such as these.'
---	---

Another way of negating existential sentences is with **لَا** of absolute negation (see 33.C.2.):

لَا دَوْلٌ فَقِيرَةٌ فِي الشَّرْقِ الْاَوْسَطِ .	'There are no poor countries in the Middle East.'
--	---

b. Definite subject

If the subject of an existential sentence is definite, then the following type of sentence is used: the definite subject, the appropriate form of **يَكُونُ** 'there is, there are' and the predicate. **يَكُونُ** is negated by **لَا** . Examples:

وَالْتَّعَاوُنُ لَا يَكُونُ بَيْنَ أَعْضَاءِ الْعَائِلَةِ الوَاحِدَةِ فَقَطْ ، بَلْ يَكُونُ أَيْضًا بَيْنَ عَائِلَاتِ الْأَقْرَابِ .	'There is cooperation not only between members of a single family, but also between the relatives' families.'
الْمُدِيرُ يَكُونُ فِي مَكْتَبِهِ بَعْدَ السَّاعَةِ الثَّامِنَةِ كُلَّ يَوْمٍ .	'The director is (to be found) in his office every day after eight o'clock.'

In the second example **يَكُونُ** provides the idea of a general truth, something that can be counted on to be valid on any number of occasions.

Now do Drill 4 (on tape).

Drill 4. (On tape) Translation.

4. Conditional sentences

Arabic has three conditional particles translatable into English by "if":

إِنْ , **إِذَا** and **لَوْ** . There are, however, important differences in their meanings: **لَوْ** 'if it were that, if' is used for a condition contrary to fact--an

unrealizable or untrue condition, for example, as in "if I were king". ^٠إِنْ and إِذَا are used for possible conditions, as in "if he comes (I'll tell him)" or "if he has been here (I'll find out)". ^٠إِنْ is a straight hypothesis--"if, if it is the case that..., if it should be that..."-- while إِذَا 'if' implies some degree of probability and sometimes implies "when, whenever."

Another important feature of Arabic conditional sentences is that the conditional particles are always followed by a perfect tense verb, (or, if negative, ^٠لَمْ plus jussive) regardless of whether past, present or future time is involved. (There is one exception to this, which will be noted below under (2) ^٠إِنْ.) Study the following three condition clauses (that is, clauses beginning with ^٠لَوْ, ^٠إِنْ or إِذَا):

^٠ لَوْ ذَهَبَ	'if he had gone'	(i.e., he did not go)
^٠ إِنْ ذَهَبَ	'if he goes'	(i.e., he might go)
إِذَا ذَهَبَ	'if he goes'	(i.e., he might well go)

These sentences indicate that both English and Arabic distinguish clearly between unrealizable conditions (the first illustration above) and possible conditions (the second two). They differ remarkably, however, in how they make this distinction. English expresses it through the verb but uses only one "if" particle--"if he had gone" versus "if he goes." Arabic, on the other hand, keeps the verb constant--only the perfect tense is used here--but changes the "if" particle to indicate the difference.

The condition clause is normally followed by a result clause which states the consequences of that condition. The verb of the Arabic result clause typically is in the perfect tense, like the verb of the condition clause, but

other forms often occur as well. The following set of sentences illustrates typical Arabic conditional sentences, and can profitably be memorized as models of this construction:

إِنْ ذَهَبْتُ قَابَلْتُهُ .	'If I go I will meet him.'
إِذَا ذَهَبْتُ قَابَلْتُهُ .	'If (when) I go I will meet him.'
لَوْ ذَهَبْتُ لَقَابَلْتُهُ .	'If I had gone I would have met him.'

Note that the result clauses as well as the condition clauses all have perfect tense verbs; it is the difference in particle that corresponds to the difference in tense of the English verbs. Further, the result clause after **لَوْ** is automatically introduced by **لَ**, which is not to be translated into English.

There are variations possible in the structure of the conditional sentence; these will now be dealt with separately for each conditional particle.

(1) **لَوْ-clauses.** **لَوْ** deals with a condition that was not or is not true ("contrary to fact"); the result is translated in English with a conditional perfect verb ("would have gone") for past time or a simple conditional ("would go") for present or future time. Notice that the last example below refers to future time.

لَوْ دَرَسَ لَنَجَحَ .	'If he had studied he would have succeeded.'
لَوْ أَحَبَّهَا لَتَزَوَّجَهَا .	'If he had fallen in love with her he would have married her.'
لَوْ طَلَبْتَ مِنِّي ذَلِكَ قَبْلَ الْيَوْمِ لَسَاعَدْتُكَ مَسَاعِدَةً كَبِيرَةً .	'If you had asked that of me before today I would have helped you greatly.'
لَوْ سَمَحَ لِي الْوَقْتُ لَزَرْتُ أُرُوبًا .	'If time had permitted I would have visited Europe.'
لَوْ كَانَ مَعِيَ أَلْفُ دُولَارٍ لَتَزَوَّجْتُهَا غَدًا .	'If I had a thousand dollars I would marry her tomorrow.'

The condition clause is negated with **لَمْ** and the jussive, while the result clause is negated with **لَا** plus the perfect:

• لَوْ لَمْ يَكُنْ أَسْتَاذًا لَمَا سَاعَدْنَا . 'If he had not been a professor he would not have helped us.'
 • لَوْ كُنْتُ مَكَانَكَ لَمَا فَعَلْتُ ذَلِكَ . 'If I were you I would not do that.'

The last sentence could also be translated, depending on the context, "If I had been you I would not have done that."

(2) إِنْ-clauses. **إِنْ** introduces a purely hypothetical condition, with no implication of degree of probability of fulfillment or non-fulfillment. It can sometimes be translated with "should" - "if he should come," "if it should be so." Illustration:

• إِنْ دَرَسَ نَجَحَ . 'If he studies (if he should study) he will succeed.'

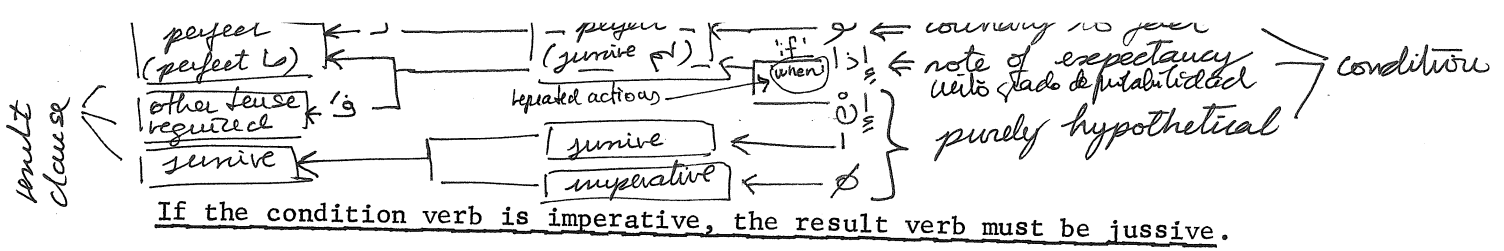
There are two important variations possible after **إِنْ** 'if': (a) the verbs of the condition and result clauses may be jussive rather than perfect, with no change in meaning:

• إِنْ يَدْرُسْ يَنْجَحْ . 'If he studies he will succeed.'
 • إِنْ يَتْرُكْ دِمَشْقَ فِي الصَّبَاحِ يَكُنْ هُنَا فِي الْمَسَاءِ . 'If he leaves Damascus in the morning he will be here in the evening.'

If the verb in the condition clause is jussive, the verb in the result clause must also be jussive.

(b) The other substitute has the imperative verb in the condition clause (**إِنْ** is not expressed) and the jussive in the result clause:

• اذْرُسْ تَنْجَحْ . 'Study and you will succeed.'



If the verb in the condition clause is in the perfect tense, then the verb in the result clause can be any tense or mood besides the perfect, as required by the sense of the sentence; if the result clause verb is not in the perfect tense, the result clause must be introduced by an untranslated ف. Illustrations:

• إِنْ لَمْ يَذْهَبْ فَلَنْ أَقَابِلَهُ .	'If he does not go I will not meet him.'
• إِنْ كَانَ أَسْتَاذًا مُخْلِصًا فَسَوْفَ يُسَاعِدُنَا .	'If he is a sincere professor he will help us.'
• إِنْ أَحْتَرَمَكَ النَّاسُ فَاحْتَرِمُهُمْ وَإِنْ لَمْ يَحْتَرِمُوكَ فَلَا تَحْتَرِمُهُمْ .	'If people respect you, respect them; and if they do not, don't respect them.'
• إِنْ لَمْ يَخْضُرْ فَسَنُؤَجِّلُ الْاجْتِمَاعَ .	'If he does not come, we will postpone the meeting.'
• إِنْ كَانَ أَسْتَاذًا فَلَيْسَ غَنِيًّا .	'If he is a professor then he is not rich.'

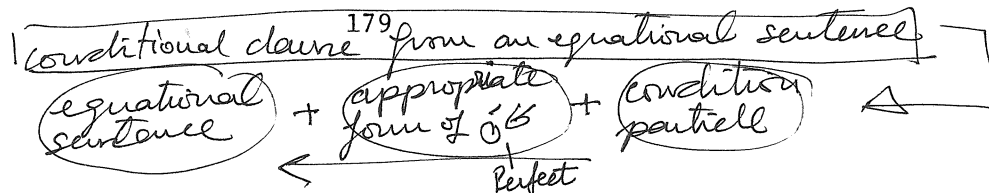
don't apply rules for result clauses without particles

(3) -clauses. إِذَا like إِنْ means 'if', but also often contains a note of expectancy; it sometimes can be translated as 'when', especially when repeated action is involved. The condition verb is negated by لَمْ plus jussive, while the result verb may be negated in any appropriate way; again, if the verb in the result clause is not perfect tense, the result clause must be introduced by ف. Illustrations:

independent postponed

• إِذَا دَرَسَ نَجَحَ .	'If he studies he will succeed.'
• إِذَا تَرَكَ دِمَشْقَ فِي الصَّبَاحِ كَانَ هُنَا قَبْلَ الْمَسَاءِ .	'If he leaves Damascus in the morning he will be here before evening.'
• إِذَا كُنْتَ مُخْلِصًا فَسَاعِدْنَا .	'If you are sincere help us.'
• إِذَا أَرَدْتَ أَنْ تُطَاعَ فَاطْلُبْ مَا يُسْتَطَاعُ .	'If you want to be obeyed request what is possible.' ('to obey' = اطاع)

condition clause



The jussive and the imperative cannot be substituted for the perfect tense after **إِذَا** , as they can after **إِنْ** .

Note: The condition particle must be followed by a perfect tense verb. If an equational sentence, which has no verb, is to be put into a condition clause, an appropriate form of the perfect tense of **كَانَ** must be inserted after the condition particle. Illustration:

Equational sentence:

مَكَانَةُ الْمَرْأَةِ مُسَاوِيَةٌ لِمَكَانَةِ الرَّجُلِ. 'Women's status is equal to men's.'

Condition clause:

إِذَا كَانَتْ مَكَانَةُ الْمَرْأَةِ مُسَاوِيَةً لِمَكَانَةِ الرَّجُلِ ... 'If women's status is equal to men's...'

Occasionally an imperfect tense verb occurs in the same way after **كَانَ**, as for example:

إِذَا كُنْتَ تُحِبُّ حُضُورَهَا ... 'If you want to attend it...'

Postposed conditions. Very often, in both English and Arabic, a condition clause may be used independently of any result clause, as in

أَحْضُرْ إِلَى بَيْتِنَا غَدًا ، إِذَا أَرَدْتَ. 'Come to our house tomorrow, if you wish.'

Or the order of the condition and result clauses may be reversed, as in

سَأَقَابِلُ رَئِيسَ الْجَامِعَةِ إِذَا زُرْتُ بَيْرُوتَ . 'I will meet the president of the university if I visit Beirut.'

In such a case the rules applying to result clauses do not hold: the form of the verb will depend on the meaning intended, and **فَ** will be omitted.

Additional illustrations:

سَيُعَيِّنُ الْأَسْتَاذُ فَرِيدَ وَزِيرًا إِذَا رَغِبَ فِي ذَلِكَ . 'Mr. Farid will be appointed minister, if he so desires.'

سَوْفَ أَهْتَمُّ مَعَهُ ذَلِكَ الْمَوْضُوعَ إِنْ كَانَ يَرْغَبُ فِي بَحْثِهِ . 'I will discuss that subject with him if he so desires.'

In addition, the independent or postposed condition clause may be modified by expressions such as *حَتَّى* 'even', *إِلَّا* 'except' and *وَلَوْ* 'even' (before *إِنْ* or *لَوْ*):

يَعْتَبِرُ الْآكِلُ مَعَهُ ضَيْفًا حَتَّى إِذَا كَانَ فِي مَطْعَمٍ . 'He considers the person eating with him as a guest even if they are in a restaurant.'

تَطْلُبُ مِنَ الزَّائِرِ أَنْ يَشَارِكَهَا طَعَامَهَا حَتَّى إِذَا لَمْ يَكُنْ مَدْعُوًّا . 'It (the family) asks the visitor to partake of its food even if he has not been invited.'

لَنْ يُسَمَّحَ لَكَ بِالذَّهَابِ إِلَّا إِذَا أَكْمَلْتَ عَمَلَكَ . 'You will not be permitted to go unless you finish your work.'

لَنْ أُسْتَقْبِلَهُ وَلَوْ كَانَ مَلِكًا . 'I would not receive him even if he were a king.'

Finally, it must be noted that Arabic has no word equivalent to English "would". The conditional "would", as found in the last sentence above, implies contrary-to-fact condition, or a more remote possibility than that indicated by "will". Another situation where English supplies the conditional "would" is illustrated in the following sentences:

هَلْ تُحِبُّ الْكُتُبَ ؟ 'Do you like books?'

هَلْ تُحِبُّ أَحَدَ هَذِهِ الْكُتُبِ ؟ 'Would you like one of these books?'

If we consider first the English equivalents, we see that English uses the simple present tense for generalizations (the first sentence above), but uses the conditional "would" to extend an invitation (the second sentence). Arabic, on the other hand, uses the same verb form for both purposes, but uses the definite article on the noun *الْكِتَابُ* to make a generalization or

abstraction ("books in general") as opposed to an indefinite noun ("some books", or "one of these books"). These two meanings blend in the following sentence:

هَلْ تُحِبُّ الذَّهَابَ إِلَى السِّنَمَا مَعَنَا؟	'Do you like going to the movies with us? (generalization) 'Would you like to go to the movies with us? (invitation)
--	---

The student must learn to distinguish these meanings in Arabic according to the forms and contexts, and supply the conditional "would" as appropriate. (For "would" with past habitual meaning see 11.C.4.)

Now do Drill 5.

Drill 5. Written. Translation: Conditional sentences.

- ١ - لو كان صديقك لساعدك .
- ٢ - لو بذل جهودا كبيرة في الدراسة لحصل على شهادته منذ عامين .
- ٣ - لو كنت رئيسا للجمهورية لحسنت الاوضاع الاقتصادية في مدة قصيرة .
- ٤ - ان تذهب لزيارة قصر الجمهورية اذهب معك .
- ٥ - ان زرتموني اكرمتمكم .
- ٦ - اكرم والديك تنجح في اعمالك .
- ٧ - ان لم يقم بواجبه فلن احترامه .
- ٨ - اذا تم بناء المدارس الجديدة في نهاية هذا العام فسوف يستفاد منها استفادة كبيرة .
- ٩ - لو اقيمت المصانع في الهلاد لتقدمت الاوضاع الاقتصادية .
- ١٠ - سنزور عائلتك اذا ذهبنا الى بيروت في الاسبوع القادم .

✓ 5. Declinable prepositions

Compare the following:

دُونَ كَلَامٍ	'without speaking'
بِدُونِ كَلَامٍ	'without speaking'

In the second example the preposition دُونَ 'without' is itself the object of the preposition بِـ 'in; with'. دُونَ represents a class of prepositions that end in -a except when they are objects of other prepositions and then end in -i. These prepositions are like nouns, which are in the accusative case when used adverbially but are in the genitive case as object of prepositions. Other noun-like prepositions are

بَعْدَ ، أَمَامَ ، قَبْلَ ، عِنْدَ ، وَرَاءَ ، بَيْنَ ، مِثْلَ ، خِلَالَ ، قُرْبَ

Prepositions spelled with one or two letters or ending in a long vowel are invariable:

لِ ، بِ ، كَ ، مِنْ ، فِي ، مَعَ ، عَنْ ، إِلَى ، عَلَى ، سِوَى ، حَتَّى

D. Comprehension passage

د- نصوص للفهم

Read the following passage then do Drill 6, which is based on it.

الجمهورية العربية اليمنية

there arose قَامَ فِي الْيَمَنِ قَدِيمًا عَدَدٌ مِنَ الْمَمَالِكِ مِنْهَا سَبَأٌ . وَالْكِتَابُ الْمُقَدَّسُ يذكر أن ملكة سَبَأَ زَارَتِ الْمَلِكَ سُلَيْمَانَ بْنِ دَاوُدَ . وَقَدْ سَادَ الدِّيَمَنُ

الاسلامي اليمني في القرن السابع الميلادي .

سيطرت الدَّوْلَةُ الْعُثْمَانِيَّةُ عَلَى الْيَمَنِ فِي عَامِ ١٥١٧ ، لَكِنِ الْيَمَنُ

The Ottoman Empire

استقلت في عام ١٩١٨ .

ولما اصبح جمال عبد الناصر رئيسا لجمهورية مصر ، انتشرت فكرة

الوحدة بين العرب ، فاتحدت مصر وسوريا ودعيئا " الجمهورية العربية

المتحدة . " وبعد وقت قصير تم اتحاد بين اليمن والجمهورية العربية المتحدة . لكن الوحدة بين مصر وسوريا كانت تختلف عن الاتحاد بين اليمن والجمهورية العربية المتحدة ، فقد أصبحت مصر وسوريا دولة واحدة تحكمها حكومة واحدة ، وتبادلتا الجُنُودَ والاساتذة والموظفين والمسؤولين soldiers الحكوميين ، اما حكومة اليمن فقد بقيت مستقلة على الرغم من التعاون الذي ساد بين حكومة اليمن وشعبها وبين حكومة الجمهورية العربية المتحدة وشعبها . لكن الاتحاد لم يدم طويلا ، فقد انفصلت سوريا في seceded سنة ١٩٦١ والغى عبد الناصر الاتحاد مع اليمن في السنة نفسها . nullified annulled

وفي عام ١٩٦٢ قام عبدُ الله السَّلال بثورة على الحكم الملكي ، واقام حكومة جمهوريّة ، فاصبحت اليمن تسمى " الجمهورية العربية اليمنية " . لكن الملكيين قاوموا الحكومة الجديدة ، فشب ذلك حربا بين أبناء الشعب اليمني . وقد دامت هذه الحرب سبع سنوات . وفي عام ١٩٦٩ ثبَّتت the ordinary people

الحكومة الجمهوريّة .

واليمن دولة فقيرة ، بل لعلها من افقر الدول العربية ، فصناعاتها قليلة ، والزيوت غير متوفرة فيها ، لكنها في السنوات الاخيرة بدأت تحصل على مساعدات كبيرة من الدول العربية الغنية بالزيوت . وقد يتقدم الوضع الاقتصادي في اليمن اذا استمرت هذه المساعدات .

عاصمة الجمهورية العربية اليمنية هي صَنْعَاءُ، وتَعِزُّ من اكبر مدنها . Ta'izz San'ā

Drill 6. Written.

Summarize the above passage in English using the following outline as a guide:

1. Yemen from ancient times until 1918.
2. Relationship with United Arab Republic.
3. Events leading to the establishment of a republican system in Yemen.

4. The economic situation in Yemen.

5. Major cities in Yemen.

E. General drills

هـ - التمارين العامة

Drill 7. Transformation. Statement → negative.

Give the negative of the following sentences.

- ١ - عملت الدولة على تحسين الاوضاع الاقتصادية في البلاد .
- ٢ - اذهب الى مكتبة الجامعة غدا .
- ٣ - بني سد جديد على النهر .
- ٤ - الآنسة وداد في العراق .
- ٥ - تختلف هذه اللهجة عن تلك اللهجة اختلافا كبيرا .
- ٦ - ستتحذ الدولتان قريبا .
- ٧ - هذا المؤلف معروف في العالم العربي .
- ٨ - سوف اقابل مدير المصنع بعد اسبوع .
- ٩ - انتم احباء مخلصون .
- ١٠ - هذان البلدان عضوان في منظمة الامم المتحدة .

Drill 8. Recognition: Topic-comment sentences.

In the following sentences identify the Topic-comment sentences by writing TC in the margin; then underline the topicalized noun phrase and the pronoun that refers to it. Ex.

'The Arab family is linked to its relatives by strong ties.'

العائلة العربية تربطها بالاقارب
روابط قوية .

- ١ - يكرم العرب الضيوف ويقدمون لهم الطعام .
- ٢ - السد العالي تم بناؤه في زمن الرئيس جمال عبد الناصر .
- ٣ - استقلت معظم الدول العربية في النصف الثاني من هذا القرن .
- ٤ - مدير الشركة شاهده امس في حفلة رسمية .
- ٥ - مندوب الجزائر اجتمع به وزير الخارجية .
- ٦ - لا شك ان الكويت من الدول الغنية بالزيت .
- ٧ - والدك شاهده امس في مكتبة الجامعة .
- ٨ - الام جاءها خبر نجاح ابنها في الامتحانات .
- ٩ - يضع اساتذة وطلاب الجامعة ثقتهم الكهيرة برئيس الجامعة .
- ١٠ - ابو احمد شاهدت فلما جديدا معه .

Drill 9. Conjugation.

Give the correct form of the verb and vocalize it. Ex.

سافر + انا ← سافرت

<u>Imperfect</u>	<u>Perfect</u>
دعا - هم	اعدّ - انا
بني - هي	رجا - انتم
سمي - انتم	بنى - هم
لقي - هم	بقي - انت
استفاد - انتم	دعي - انتم
استعدّ - نحن	سمي - هي
وقع - هي	احاط - نحن

Drill 10. Substitution.

Substitute the word(s) in parenthesis for the underlined word(s).

the following sentences, making any necessary changes.

١ - البتراء هي المدينة التي تحيط بها الجبال العالية • (البتراء وجرش)

٢ - هذا هو الرجل الذي أصبح غنيا في مدة قصيرة • (نساء)

٣ - مي زيادة أديبة قدّمت خدمات كثيرة لمجتمعها • (الأديبة)

٤ - هذا هو المراسل الذي صادفته عندما كان يعمل في جريدة الحياة

البيروتية • (المراسلون)

٥ - مصر دولة تعرف بآثارها التاريخية القديمة • (مصر وسوريا ولبنان)

٦ - نانسي بنت تحب الطعام العربي • (البنت)

٧ - فلسطين هي البلد الذي عاش فيه السيد المسيح • (البلاد)

٨ - السيد نجيب فرج استاذ يدرس الادب العربي في جامعتنا • (سامية فريد)

٩ - خرج كلاهما من قصر الخُمراء (Alhambra) ولا شك انهما متأثران بما

رأيا هناك • (كلتاها)

Drill 11. Recognition: Active participle.

Underline the active participle in the following sentences and then translate the sentences into English.

١ - اننا نعتبركم من باذلي اعظم الجهود للمحافظة على السلام •

٢ - وصل وزير الخارجية المصرية الى واشنطن حاملا معه رسالة من

الرئيس المصري الى الرئيس الامريكى •

٣ - نحن شاكرون لكم اهتمامكم بنا •

٤ - نحن على علاقة حسنة بساكني هذا البناء •

٥ - هو زاهب لزيارة اهله في العراق في الشهر القادم •

٦ - هما متفقان على حل المشكلة بينهما لكنهما لا يزالان مختلفين على

التفاصيل •

details

- ٧ - تحدث رئيس الجامعة قاشلا ان اوضاع الجامعة عامة بحاجة الى التغيير .
- ٨ - الف نجيب محفوظ كتبها كثيرة مصورا فيها الحياة الاجتماعية في مصر .
- ٩ - لم تكن بعض الدول الافريقية مشتركة في المؤتمر الذي عقد اخيرا في الرباط .

Drill 12. Translation.

1. There are only three kingdoms in the Arab world today.
2. My brother's car is yellow; as for my car it is blue.
3. I will visit my father and mother next week.
4. The Arab honors the guest and offers him the best food he has.
5. Nancy and her husband invited us to a very beautiful party.
6. The Hilton is one of the most famous hotels in Egypt.
7. The city is surrounded by high mountains.
8. Paris is the capital of France and Nice (نيس) is one of its most important cities.
9. The king went out from his desert palace, approaching the high, green mountains of Yemen.

Drill 13. Written. Verb → verbal noun.

Replace the verbs in parentheses by the corresponding verbal nouns making any necessary changes.

- ١ - ساعدت جهود الأمم المتحدة على (حسن) الأوضاع السياسية في العالم .
- ٢ - قرأت كتابها عن ال (غنى) العربي المعاصر .
- ٣ - ليس ال (بحث) عن عمل سهلا .
- ٤ - في العالم عدد كبير من الناس لا يعرفون ال (قرأ) و ال (كتب) .
- ٥ - حكم عمر بن الخطاب المسلمين بعد (مات) أبي بكر .
- ٦ - سأزور لبنان قبل (زار) مصر .
- ٧ - في كتب نجيب محفوظ (وصف) للمجتمع المصري .
- ٨ - يذهب الى مصر كل صيف لـ (شاهد) آثارها القديمة .
- ٩ - يجب (أرسل) الكتب اليوم .
- ١٠ - تريد المملكة العربية السعودية (أقام) عدد من المصانع الحديثة .
- ١١ - ليس (تعلّم) اللغة العربية صعبا .
- ١٢ - اتفقت الدول العربية على ال (تعاون) .
- ١٣ - لن يعود الاستاذ الى بيته قبل (انصرف) الطلاب .
- ١٤ - تريد فرنسا ال (اشترك) في المؤتمر الدولي القادم .
- ١٥ - يسبّب (ازداد) عدد السكان مشكلات كبيرة .
- ١٦ - لا اشكّ في (اهتمّ) الشعب الأمريكي بهذا الموضوع .
- ١٧ - يقاوم العرب (استخدم) اللهجات العامية في كتابة الادب .
- ١٨ - نريد ال (استفاد) من معرفتك .
- ١٩ - أشرف على (ترجم) الكتاب أستاذ جامعي .

Drill 14. Written. Transformation. Perfect ↔ imperfect with س .

- ١ - انشأوا مدارس كثيرة في القرى .
- ٢ - أسس حزبان جديان في البلاد .
- ٣ - تمكّنت من الحصول على وظيفة في وزارة التربية .
- ٤ - تهادلا الآراء بحريّة تامّة .
- ٥ - وهبها سيارة كهيرة وهدايا كثيرة اخرى .
- ٦ - لقينا منهم كل ترحيب .
- ٧ - بقي في لبنان مدّة غير قصيرة من الزمن .
- ٨ - عاش هذا الانسان الفقير حياته كلها في قرية صغيرة ومات في تلك القرية .
- ٩ - اصبحت الدولة التي استقلّت حديثا عضوا في الامم المتحدة .
- ١٠ - سمّي اخي ابا عمر .
- ١١ - ادار المهندسون العرب مصانع الزيت التي في بلادهم .

أ - الجمل التمهيدية

تونس

A. Preparatory sentences

Tunisia

١ - تونس دولة عربية يحدّها من الشمال والشرق البحر الأبيض المتوسط ومن الغرب الجزائر .

Tunisia is an Arab country bounded on the north and east by the Mediterranean Sea, on the south by Libya, and on the west by Algeria.

limitar; poner límites; deslindar
to delineate; to set bounds to,
limit, restrict
south

[The Mediterranean Sea]

٢ - المنطقة الجنوبية من تونس صحراء واسعة .

The southern region of Tunisia is a wide desert.

wide, spacious; extensive

٣ - عاشت تونس تحت الحكم الفرنسي منذ أواخر القرن التاسع عشر ولكن الشعب التونسي كافح للحصول على استقلاله .

Tunisia lived under French rule from the latter part of the nineteenth century, but the Tunisian people fought to obtain their independence.

under, underneath; below, beneath
last, final; (foll. by noun of time)
the latter part of, the end of; latter
III to struggle, fight, combat
fighter, combatant

٤ - نظام الحكم القائم في تونس جمهوري .

The system of government existing in Tunisia is republican.

system, order *sistema, régimen, orden*
standing; existing

٥ - وليس فيها إلا حزب سياسي واحد هو الحزب الحاكم . يدعو هذا

There is only one political party there, the ruling party. This party calls for close cooperation with the

الحزب الى التعاون مع الغرب
تعاوننا كبيراً، كما يدعو الى
التعاون مع الدول العربية .

West; it also calls for cooper-
ation with the Arab countries.

دَعَا ، دُعَاءٌ الى

to call for, advocate, urge
exhortar, aducir, mover a

٦ - في السنوات الاخيرة ظَهَرَتْ مُحَاوَلَةٌ
لِتَوْحِيدِ تونس وليبيا لكن هذه
المحاولة لم تنجح .

In recent years there was
("appeared") an attempt to
unify Tunisia and Libya, but
this attempt did not succeed.

ظَهَرَ ، ظُهُورٌ
حَاوَلَ ، مُحَاوَلَةٌ
مُحَاوَلَةٌ - ات
وَحَّدَ ، تَوْحِيدٌ

to appear, emerge
III to attempt, try, *tratar de*
attempt, effort
II to unify, unite

٧ - تحاول تونس ان تتبع سياسة عَدَمِ
الانحياز، وهذا مَعْنَاهُ انها ليست
منحازة الى الشرق او الغرب .

Tunisia tries to follow a policy
of non-alignment; that means she
is not aligned with either East
or West.

عَدَمٌ
إِنْحَاظٌ ، إِنْحِيَاظٌ الى
عَدَمُ الْإِنْحِيَاظِ
مَعْنَى - مَعَانٍ

(with foll. genitive) non-,
un-, in-, dis-; (see note C.2)
VII to side with, be partial
to, aligned with
non-alignment
meaning, sense

٨ - تونس مَرْكَزٌ تجاري هام في العالم
العربي .

Tunisia is an important commercial
center in the Arab world.

مَرْكَزٌ - مَرَاكِزُ
مَرْكَزِيٌّ

centro, emplazamiento
center, headquarters, main
office
sede, central

(مَرْكَزٌ) central (nisba of)

٩ - في تونس زيت يستخدم اكثره مَحَلِّيًّا .

In Tunisia there is oil, most of
which is used locally.

مَحَلٌّ - ات ، مَحَالٌّ
مَحَلِّيٌّ - ون

place, location *lugar, sitio*
empleo, empujo, localidad
local (nisba of مَحَلٌّ)

١٠ - تقدّمت تونس في السنوات الأخيرة
تقدّما كبيرا في مُخْتَلِفِ الميادين
السياسية والاجتماعية والاقتصادية.

Tunisia has made great advances in
the last several years in the various
political, social and economic fields.

مُخْتَلِفِ
مَيِّدانٍ - مَيَّادين

(with foll. gen.) various *distinto*
diverso
varado
realm, field; arena; sphere of
activity; city square

plaza; arena; hipódromo; campo, alca
lugar, ámbito, terreno, esfera
ب - النص الأساسي

انظمة

الحكم والاحزاب في العالم العربي

من انظمة الحكم المتبعة في العالم العربي المعاصر النظام
الملكي القائم في المغرب والاردن والسعودية ، والنظام الجمهوري
القائم في مصر والعراق وسوريا ولبنان واليمن الشمالي واليمن
الجنوبي ودولة الإمارات العربية المتحدة والسودان والجزائر وتونس
وليبيا وموريتانيا والصومال . وهناك نظامان آخران هما الإمارة في
الكويت والبحرين وقطر ، والسلطنة في عمان .

emirates

Mauritania
Somalia

sultanate; Oman

Bahrain;
Qatar

وهذه الدول كلها اعضاء في منظمة اسمها الجامعة العربية.
أسست الجامعة العربية بعد الحرب العالمية الثانية ومركزها في
القاهرة . للجامعة العربية سكرتير عام ، ولكل من الدول الاعضاء
مندوبون فيها . تحاول الجامعة العربية تشجيع التعاون بين العرب في
الميادين السياسية والاجتماعية والاقتصادية ، والدفاع عن حقوق
العرب .

to encour-
age

to defend

Ottoman

عاش العرب تحت الحكم العثماني أربعة قرون ، وفي اواخر القرن
التاسع عشر اخذت الشعوب العربية تكافح للحصول على استقلالها ، فبدأت

الاحزاب السياسية تظهر في العالم العربي ، ولكنها لم تنتشر انتشارا
واسعا الا بعد الحرب العالمية الاولى . ولكل من هذه الاحزاب اليوم
اهداف خاصة ولكن اكثرها يعمل على تقدّم العالم العربي وتوحيده ،
ويدعو الى سياسة عدم الانحياز ، بكل معنى الكلمة ، أي ألا تكون
الدول العربية منحازة الى الشرق او الغرب .

that is to
say

Baath ("res-
urrection")

من الاحزاب الموجودة في العالم العربي : حزب البعث والحزب
الشيوعي ، والاحزاب الاشتراكية المختلفة . كما ان هناك احزابا
محلية هامة في مختلف بلدان العالم العربي .

socialist

Communist

أسئلة

- ١ - ما هو نظام الحكم المتبع في المغرب ؟
- ٢ - ما نظام الحكم في ليبيا ؟
- ٣ - اين يتبع نظام الامارة ؟
- ٤ - ماهي الدولة التي يسود فيها نظام السلطنة ؟
- ٥ - ما نظام الحكم في دولة الامارات العربية المتحدة ؟
- ٦ - هل جميع الدول العربية اعضاء في الجامعة العربية ؟
- ٧ - متى أسست الجامعة العربية ؟ أين مركزها ؟
- ٨ - علام تعمل الجامعة العربية ؟
- ٩ - هل كل الدول الاسلامية اعضاء في الجامعة العربية ؟
- ١٠ - هل كل المسلمون عرب ؟ وهل كل العرب مسلمون ؟
- ١١ - هل لبنان دولة عربية ؟ هل هو دولة اسلامية ؟
- ١٢ - متى بدأت الشعوب العربية تكافح للحصول على استقلالها ؟
- ١٣ - متى بدأت الاحزاب تنتشر في العالم العربي انتشارا واسعا ؟
- ١٤ - علام يحمل معظم هذه الاحزاب ؟

- ١٥ - ما هي سياسة اكثر الدول العربية ؟
١٦ - سمّ بعض الاحزاب الموجودة في العالم العربي.
١٧ - هل في لبنان احزاب محلية ؟

B. Basic text

The Systems of Government and the Parties
of the Arab World

Among the systems of government prevailing ("followed") in the contemporary Arab world are monarchies, found in Morocco, Jordan, and Saudi Arabia; republics, found in Egypt, Iraq, Syria, Lebanon, North Yemen, South Yemen, the United Arab Emirates; the Sudan, Algeria, Tunisia, Libya, Mauritania, and Somalia. There are two other systems: the emirate, in Kuwait, Bahrain, and Qatar; and the sultanate, in Oman.

All of these states are members of an organization called the Arab League. The Arab League was founded after the Second World War, and its headquarters are in Cairo. The Arab League has a secretary-general, and each member-state has delegates there. The Arab League endeavors to foster cooperation among the Arabs in the political, sociological, and economic spheres, and to defend the rights of Arabs.

The Arabs lived under Ottoman rule for four centuries. Towards the end of the nineteenth century the Arab peoples began to struggle to obtain their independence, and political parties began to appear in the Arab world, although they did not become widespread until after the First World War. Each of these parties today has its own particular goals, but most of them work for the advancement and unification of the Arab world, and advocate a policy of non-alignment in every sense of the word, that is, that the Arab states not be aligned with either the East or the West.

Among the parties found in the Arab world are the Ba'ath Party, the

Communist Party, and the various socialist parties. There are also important local parties in the various countries of the Arab world.

C. Grammar and drills

ج - القواعد والتمارين

1. إِلَّا plus negative: 'only'
2. Negation of nouns and adjectives: عَدَمٌ

1. إِلَّا plus negative: 'only'

Compare the following two sentences:

- | | |
|---|---|
| • فِي تُونِسَ حِزْبٌ سِيَاسِيٌّ وَاحِدٌ . | 'In Tunisia there is one political party.' |
| • لَيْسَ فِي تُونِسَ إِلَّا حِزْبٌ سِيَاسِيٌّ وَاحِدٌ . | 'There is only one political party in Tunisia.' |

The second sentence reads literally "There is not except one political party in Tunisia." The particle إِلَّا 'except' is sometimes best translated as "except" or "but" after a negative, but usually it, together with the negative, is best translated as "only". It is more or less synonymous with فَقَطُ , and is equally common. Notice that a noun after إِلَّا has the same case as it does in the sentence without negative plus إِلَّا . Additional examples:

- | | |
|-------------------------------------|---|
| • زُرْنَا أَقَارِبَنَا . | 'We visited our relatives.' |
| • لَمْ نَزُرْ إِلَّا أَقَارِبَنَا . | 'We visited only our relatives.' or
'We did not visit anybody except our relatives.' |

- | | |
|--|---|
| • اِنْتَشَرَتِ الْأَحْزَابُ السِّيَاسِيَّةُ اِنْتِشَارًا وَاسِعًا بَعْدَ الْحَرْبِ الْعَالَمِيَّةِ الْأُولَى . | 'Political parties became widespread after World War II.' |
| • لَمْ تَنْتَشِرْ الْأَحْزَابُ السِّيَاسِيَّةُ إِلَّا بَعْدَ الْحَرْبِ الْعَالَمِيَّةِ الْأُولَى . | 'Political parties became widespread only after World War II.' or 'Political parties did not become widespread until after World War II.' |

Now do Drills 1 and 2.

Drill 1. Substitution.

Replace غَيْرَ with إِلَّا in the following sentences making all necessary changes in case. Ex.

'I visited only France.'

لم أزر غير فرنسا . ←

'I visited only France.'

لم أزر إلا فرنسا .

- ١/ - لن أنام غير ساعة .
- ٢/ - لم يطالهن بغير حرية التصرف .
- ٣/ - لم يؤلف غير كتاب واحد .
- ٤/ - لم يجدوا في المكتب غير كتاب واحد .
- ٥/ - لن ندعوا الى الحفلة غير أساتذة اللغة العربية .
- ٦/ - ليس في هذه المنطقة غير مدرسة واحدة .
- ٧/ - لا يدرس غير اللغة العربية .
- ٨/ - لا يعجبني غير أسلوب طه حسين .

Drill 2. (Also on tape) Negation and use of إِلَّا .

'There is only one reporter at the conference.' { في المؤتمر مراسل واحد فقط . ←
ليس في المؤتمر الا مراسل واحد .

- ١/ - يوجد الزيت في الجنوب فقط .
- ٢/ - اتحدت دولتان فقط .
- ٣/ - دعا الى الوحدة فقط .
- ٤/ - تقدّمت الهلال في الميدان السياسي فقط .
- ٥/ - تحدّث في كتابه عن الاقتصاد المحلي فقط .
- ٦/ - كافحوا الفرنسيين فقط .
- ٧/ - يريدون النظام الجمهوري فقط .
- ٨/ - وصف المنطقة الشمالية فقط .
- ٩/ - زرت بريطانيا فقط .

2. Negation of nouns and adjectives: عَدَمٌ

The negative لا is used to negate nouns in absolute terms (see 33. C. 2), e.g. لا أَحَدَ فِي الْمَطْعَمِ 'There is no one in the restaurant.' The noun عَيْرٌ also is used to negate nouns as well as adjectives and participles (see 22. C. 3), e.g. الْعَرَبُ وَعَيْرُ الْعَرَبِ 'Arabs and non-Arabs', عَيْرٌ سَهْلٌ 'not easy', عَيْرٌ مَعْرُوفٌ 'unknown'. There is a third way to negate nouns-- specifically, verbal nouns: the noun عَدَمٌ 'non-existence' is used with a following verbal noun, forming with it an idāfa construction, and is translated 'no', 'non-', 'lack of...', etc. Examples:

Positive	Negative
الْإِنْجِيازُ 'taking the side of'	عَدَمُ الْإِنْجِيازِ 'non-alignment'
الْوُجُودُ 'existence'	عَدَمُ الْوُجُودِ 'non-existence'
النَّوْمُ 'sleep'	عَدَمُ النَّوْمِ 'lack of sleep'

Now do Drill 3.

Drill 3. Written. Negative words.

Fill in the blanks with عَيْرٌ , عَدَمٌ , or لا; Translate.

- ١ ✓ - هذا الرجل — مسلم .
- ٢ ✓ - — مسلم بينهم .
- ٣ ✓ - لن تحقق الأحزاب أهدافها لأنها — متعاونة .
- ٤ ✓ - السبب في — نجاحهم هو — تعاونهم .
- ٥ ✓ - أما زال في العالم دول — مستقلة ؟
- ٦ ✓ - أنت — مهتمّ بالأمر ، ولن تستفيد من — اهتمامك .
- ٧ ✓ - — نجاح لمن لا يتعاونون .
- ٨ ✓ - اتحادهم — مستطاع في هذا الوقت .
- ٩ ✓ - — رأي له في هذا الموضوع .
- ١٠ ✓ - أكثر سكان الشرق الأوسط عرب ، لكن بعضهم من — العرب .
- ١١ ✓ - — عمل له .
- ١٢ ✓ - اختلفت الحكومتان لأسباب — واضحة .

D. Comprehension passages

د - نصوص للفهم

(1) Read the following passage and then do Drill 4, which is based on it.

رسالة

مدينة الجزائر في ٢٥ آب (أغسطس) ١٩٧٥ August

عزيزتي فرجينيا :

تسأليني في رسالتك عن رأي العرب في الغرب والغربيين ، وتقولين
أنّ لك أصدقاء زاروا الشرق الأوسط فقابلوا ناسا لا يحبّون الأجانب .

extre-
mists

أودّ أن تعلمي أولاً أنّ العرب ، ككلّ الناس ، منهم المتطرفون ومنهم

المعتدلين ، ولكنّ المعتدلين أكثر جدّاً من المتطرفين . moderates

وأحبّ أن تعلمي بعد ذلك أنّ دولتين غربيّتين هما بريطانيا وفرنسا
سيطرتا على الشرق الأوسط من أوائل هذا القرن حتّى عهد قريب ، فكافح
العرب للحصول على استقلالهم كفاحاً طويلاً . ولقد حاولت الحكومات والشعوب
العربيّة بعد الاستقلال أن تصادق الغرب وتتعاون معه ، وممّا لا شك فيه أنّ
هذه الجهود نجحت في كثير من الأحيان ، لكنّها لم تكن ناجحة في كلّ حين .
ليس غريباً إذن أن تكون الشقة بالغرب قويّة عند بعض العرب ، وألّا تكون
قويّة عند البعض الآخر .

of one
opinion

يجب أن تعلمي كذلك أنّ العرب في مختلف البلدان ليسوا على رأيٍ

واحدٍ : فهين العرب من يدعون الى التعاون مع الغرب في كلّ الميادين ،
وبينهم من يدعون الى مقاومة بعض الدول الغربيّة ، وبينهم من يدعون الى
عدم الانحياز .

وهناك أمر تعرفينه كل المعرفة هو أنّ الاختلاف السياسي لا يدلّ في
كلّ الأحيان على البغض . فالعربيّ قد يحترم الغربيّ بل قد يحبه على الرغم hatred
من اختلافهما في الآراء السياسيّة . ألعلك لم تسمعي عن دولة عربيّة ترسل
طلّابها للدراسة في دولة غربيّة على الرغم من اختلاف الحكومتين سياسياً ؟

أَمْ لَعَلَّكَ لَمْ تَسْمَعِي أَنَّ الْحَرْبَ يَسْتَقْبِلُونَ الزَّائِرَ الْغَرِيبَ بِالتَّرحيبِ وَالْإِكْرَامِ
غَيْرِ مُتَأَثِّرِينَ بِسِيَاسَةِ بِلَادِهِ ؟

ليس غريباً أَنْ يَكُونَ الْأَصْدِقَاءُ الَّذِينَ ذَكَرْتَهُمْ قَدْ قَابَلُوا فِي الشَّرْقِ
الْأَوْسَطِ نَاسًا لَا يَحِبُّونَ الْأَجَانِبَ ، وَلَكِنِّي أَعْتَقِدُ أَنَّهُمْ قَابَلُوا أَيْضًا نَاسًا
يَرْحَبُونَ بِالضَّيْفِ وَيَكْرُمُونَهُ . فَلْتَزُورِي الشَّرْقَ الْأَوْسَطَ إِذَا كَانَ سُؤْالُكَ يَدُلُّ عَلَى
رَغْبَةٍ فِي زِيَارَتِهِ ، وَلْتَعْلَمِي أَنَّكَ سَتَجِدِينَ مَنِّي وَمَنْ غَيْرِي كُلَّ تَرْحِيبٍ وَكُلِّ
إِكْرَامٍ .

المخلص
وداد

* Note these uses of the jussive with the second person.

Drill 4. Written. Summarize briefly, in outline form, first in English and then in Arabic, the main points brought out in Widad's letter in reporting the argument that the Arabs do not like foreigners.

(2) Listen to the passage on tape and then do Drill 5, which is based on it.
(Note: the word أَجْدَادٌ means "ancestors".)

Drill 5. (On tape) Written. Aural comprehension passage.

- ١ - كم سنة حكم واشنطن أميركا ؟
- ٢ - اذكر عملاً من الأعمال الهامة التي قام بها واشنطن عندما كان رئيساً للولايات المتحدة . ما الذي ساعده على تحقيق أهدافه ؟
- ٣ - لأيّ سبب اختلف هاملتون وجفرسون ؟
- ٤ - ماذا كان رأي واشنطن في الحرب بين بريطانيا وفرنسا ؟

E. General drills

هـ - التمارين العامة

Drill 6. Expansion: Singular → noun of quantity plus plural.

Insert the nouns below as indicated before the underlined item making all necessary changes. Ex.

- أ : حضر المندوب المؤتمر • بعض .
'The delegate attended the conference. Some.'
- ط : حضر بعض المندوبين المؤتمر •
'Some delegates attended the conference.'
- ١ - زرت قريهي هذا الاسبوع • بعض .
- ٢ - بنى فندق حديث في العاصمة • بعض .
- ٣ - درست المشكلة دراسة شاملة • كل .
- ٤ - أعجبتني الصورة • أكثر .
- ٥ - تحدّث المدير الى العامل • جميع .
- ٦ - يرى المهندس أنّ حفر القناة لن يكون سهلا • أكثر .
- ٧ - قابلت أديها مصرياً معروفاً أثناء زيارتي للقاهرة • بعض .
- ٨ - يعتقد المفكر أنّ حرية التصرف من أهم حقوق الانسان • كل .
- ٩ - حضر الوزير المؤتمر • أكثر .

Drill 7. Transformation: كل / جميع + noun → noun + كل / جميع .

- قرأت جميع الكتب • قرأت الكتب جميعها •
'I read all of the books.'
- ١ - نحترم جميع الروابط الاجتماعية •
- ٢ - تقدّمت ليها في كلّ الميادين •
- ٣ - ذكر الأستاذ في محاضراته جميع أنظمة الحكم •
- ٤ - للبنان علاقات حسنة بكل الدول العربية •
- ٥ - زار الوزير جميع بلاد الشرق الأوسط •
- ٦ - حضر جميع الوزراء اجتماع أمس •
- ٧ - سوف تؤثر السياسة الجديدة على كلّ المناهج التعليمية •
- ٨ - حققت الثورة جميع أهدافها •
- ٩ - سيجتمع جميع الشعراء مساء غد ليهتفوا نهضة الشعر في الادب العربيّ .

Drill 8. Hāls.

'He was happy when he returned.'

أ : كان سعيدا حين رجع . ←

'He returned happy.'

ط : رجع وهو سعيد . ←

: رجع سعيدا .

- ١ - كان مسلما عندما مات .
- ٢ - كان فقيرا حين جاء الى هذه البلاد .
- ٣ - كان يضحك أثناء تكلمه .
- ٤ - كان يغنى أغنية جميلة أثناء سيره .
- ٥ - كان صغيرا عندما أحبها .
- ٦ - كان يفكر أثناء خروجه من الاجتماع .

Drill 9. Written: Active → passive.

'They met the visitors warmly.'

: قابلوا الزائرات بالترحيب والاكرام . ←

'The visitors were met warmly.'

: قوبلت الزائرات بالترحيب والاكرام .

- ١ - منعوا الباحث من استخدام هذه المصادر الهامة .
- ٢ - دعت مريم استاذ اللغة العربية الى الحفلة .
- ٣ - سمى الشعب المدينة باسم القائد .
- ٤ - بنت الحكومة مدارس كثيرة هذا العام .
- ٥ - أعدت زوجتي الطعام .
- ٦ - يعدّ العرب طه حسين والعقاد وأحمد أمين من أعظم أدباء القرن العشرين .
- ٧ - احتفلنا برجوع فريد من باريس احتفالا عظيما .
- ٨ - ترجم المستشرقون كثيرا من الكتب العربية الى اللغات الأوروبية .
- ٩ - أخرجنا المراسلين من الاجتماع .

- ١٠ - أَجَلُ المدير الاجتماع .
- ١١ - انتخب الشعب رئيساً جديداً للجمهورية .
- ١٢ - تستخدم بعض الدول الطائرات في الحرب أحياناً .
- ١٣ - علمنا أن رئيس الجمهورية سيزور مصر .

Drill 10. Numerals.

Supply the appropriate ordinal numeral in each of the following sentences:

- ١ - درست النصّ (٥) هذا الصباح . في النصّ عشرون جملة أكثرها سهولة ، لكنّ بعضها صعبة كالجملة الـ (١٤) .
- ٢ - ما هي الكلمة الـ (١) في هذه الجملة ؟ وما هي الكلمة الـ (٢) ؟
- ٣ - الشهادة الجامعية الـ (٣) هي الدكتوراه .
- ٤ - سوف أترك المكتب في الساعة الـ (١٠) والدقيقة الـ (٤٥) .
- ٥ - في هذا الكتاب مقالات كثيرة أهمها الـ (٢٨) .
- ٦ - هذا هو اليوم الـ (٢٦٧) من السنة .
- ٧ - ولد مصطفى كامل في السنة الميلادية الـ (١٨٧٤) ، أما مصطفى لطفي المنفلوطي فولد في العام الميلادي الـ (١٨٧٦) .
- ٨ - بيتي هو البيت الـ (٢٠) في شارع الجمهورية .
- ٩ - رحل المسلمون عن مكّة الى المدينة في السنة الـ (٦٢٢) .
- ١٠ - وصلنا العددُ الـ (٢) من هذه المجلة ثم انقطعت .

number, issue

Drill 11. Question formation.

Make questions for each of the following sentences, based on the underlined portion of the sentence.

- ١ - عاصمة العراق هي بغداد .
- ٢ - أعلى جبل في العالم هو جبل افرست .
- ٣ - فتحت مصر في عهد عُمر بن الخطّاب .

- ٤ - أكلت طعاماً عربياً .
- ٥ - تحيط الجبال بمدينة سولت ليك سيتي .
- ٦ - لون الكتاب أحمر .
- ٧ - النيل الأزرق في السودان .
- ٨ - استفاد الاقتصاد العربي من الزيت .
- ٩ - سافر الى فرنسا لدراسة الادب الفرنسي .
- ١٠ - تمّ الاتفاق على حفر قناة .
- ١١ - عاد بالطائرة .
- ١٢ - أحضر هذه الكتب من مصر .
- ١٣ - رأيت المراسل الأمريكي في مكتب الوزير .
- ١٤ - احتاجت الى الكتاب الذي عندي .
- ١٥ - وصلنا ثلاثون كتاباً من كتب الجاحظ .
- ١٦ - تتطلب هذه الكتب دراسة طويلة .

Drill 12. Written. Translation.

The Sudan is south of Egypt. It used to be ruled by the British; later it united with Egypt for a short time, then became independent. The current system of government in the Sudan is similar to that in Egypt: this means that the Sudan is a republic.

Khartoum is the capital of the Sudan; it is a modern city whose population is largely Muslim. The University of Khartoum is one of the largest in the Middle East outside Egypt and Lebanon.

The government of the Sudan is now trying to improve the economic situation, to achieve progress in various other areas, and to solve a number of local problems.

أ - الجمل التمهيديّة A. Preparatory sentences

مذكرات طالب جديد

Diary of a New Student

١ - تركت الكويت منذ أسبوعين.
وصلت الى مدينة شيكاغو مساء
الخامس من أغسطس وسكنت في
المدينة الجامعية .

I left Kuwait two weeks ago. I
arrived in Chicago the evening of
August fifth, and I resided in the
university city.

أغسطس

August (in the Levant and Iraq,
آب)

٢ - كان أول ما فعلته أن أرسلت
رسالة الى والديّ أخبرتهم
فيها بعنواني الجديد .

The first thing I did was to send a
letter to my parents, in which I in-
formed them of my new address.

عنوان - عناوين

title; address

٣ - أرجو أن يصلني الرد قريباً
لأنني مشتاق جداً اليهما .

I hope I get an answer soon, because
I miss them very much.

مُتَنَاق *ansioso, anhelaute desejo,*
nostalgico, anovaulte

to hope; to wish; to request
(that)

رجاء ، رجاء (أن)

ردّ ، ردّ (على)
ردّ - ردود (على)

(devolver, reenviar
to return, send back; to answer (s.o.)

answer, reply (to s.o.)
devolver, reenviar, contestación

٤ - أثناء الاسبوع الأول قممت
بالأعمال التالية .:

During the first week I engaged in
the following activities:

٥ - قابلت رئيس قسم اللغة
الانكليزية .

I met the chairman of the English
Department.

قسم - أقسام

division, part, section; depart-
ment

٦ - ذهبت الى مكتبة قريبة من

I went to a bookstore near the univer-

الجامعة . لم أجد هناك
قاموس " وبستر " الانكليزي
الذي كنت ابحث عنه .

sity. I did not find there Webster's
English dictionary, which I had been
looking for.

مكتبة - ات
قاموس - قواميس

library; bookstore
dictionary

7 - ذهبت الى فرع من فروع
المكتبة فوجدت طبعة قديمة
منه وهي طبعة جيدة .

I went to one of the branches of the
bookstore and found an old edition of
it; it was a good edition.

فرع - فروع
طبعة - ات
جيد - حيان

branch rama, suawal, felial
printing; edition
good, excellent

8 - قدمت شيكا بالثمن لكن الشيك
رفض .

I presented a check for the cost (of
the book) but the check was refused.

شيك - ات

check

ثمن - اثمان
رفض - رفض

for the price of, for

price, cost

to refuse, reject

sechazar, selusan, dmeger

9 - قرأت عددا من الصحف التي
تصدر في هذه المدينة. لا
شك ان الصحف هنا تختلف
كل الاختلاف عن صحفنا في
الكويت .

I read several of the newspapers which
are published in this city. There's
no doubt that the newspapers here are
totally different from our newspapers
in Kuwait.

صدر - و ، صدور

antecer, sueder, salij alaluy,
aparecer, promulgare, publicare
to come out, appear, be published

10 - قابلت عددا من الطلاب السوريين
والمصريين، أما الطلاب
الكويتيون فلم اقابل احدا
منهم حتى الان .

I met a number of Syrian and Egyptian
students. As for the Kuwaiti students,
I haven't met one of them so far.

١١ - سيبدأ العام الدراسي غدا .
 ارجو ألا تكون الدراسة
 هنا صعبة . وفوق ذلك
 كله ارجو ان أحصل على
 الشهادة في اقصر مدة .

The academic year begins tomorrow. I
 hope studying here won't be hard. Above
all, I hope I get the degree in the
 shortest time (possible).

فوق

above, over, over and above

فوق ذلك

moreover, furthermore *además, por otra parte*

ب - النص الاساسي

رسالة

٢٣ آب (اغسطس) سنة ١٩٢٥
 it is used in spoken English to attract
 people's attention when you want to say
 something to them

حضرة السيد مدير المكتبة التجارية

تحيّة واحتراماً وبعد

greetings

علمت من قائمة مكتبكم بصدور طبعة جديدة لقاموس المنجد . list, catalogue

بحثت عن هذه الطبعة الجديدة التي سمعت انها جيدة جداً في المكتبات

الامريكية فعرفت انني لن اتمكن من الحصول على نسخة منها هنا .

لذلك ارجو ان ترسلوا اليّ نسخة مع القائمة الاخيرة باسماء الكتب

الجديدة التي اصدرتموها .

تجدون مع رسالتي هذه شيكا بثمان الكتاب .

ولكم شكري واحترامي .

المخلص

وليم جونسون

وليم جونسون

العنوان : ٥٦٤ شارع لنكولن

واشنطن - العاصمة

الولايات المتحدة الامريكية

الرد

٣١ آب سنة ١٩٧٥

حضرة السيد وليم جونسون :

وصلتنا امس رسالتك التي تطلب فيها ان نرسل اليك نسخة من قاموس المنجد مع قائمة بكتبنا الجديدة .

ستجد القائمة المطلوبة مع هذه الرسالة . اما المُنجد فلن نستطيع ارساله اليك الآن لأنّ الشيك لا يُؤدّي ثمنه . لقد ازدادت اثمان الكتب اللبنانية اثناء الشهر الماضي كما ازدادت اثمان الكتب الامريكية والاوربية ، وأُضيفَ الى ثمن المنجد ثلاثة دولارات . وفوق ذلك شيكك لا يؤدي تكاليف البريد وهي دولار . نرجو ان ترسل شيكاً بالدولارات الاربعة وسوف نرسل اليك نسخة من المنجد عند وصول الشيك الينا .

cover

was added
mailing
expenses

we regret

يُؤسفنا انك لم تستطع الحصول على نسخة من المنجد الجديد في امريكا . مكتبتنا كما تعلم من اكبر المكتبات اللبنانية ، ولنا فروع كثيرة خارج لبنان ، لكنّ الطبعة الاخيرة من المنجد لن تصل الى تلك الفروع قبل نهاية الشهر القادم .
تستطيع ان تطلب من مكتبتنا كلّ ما تريده من الكتب التي ننشرها ، فنحن لا نرفض الطلبات التي تصلنا من خارج لبنان .
لا شكّ ان وصول كتبنا اليك سيحتاج الى شيء من الوقت ولكنّ اثماننا اقل من اثمان الفروع الاجنبية .
ولكم شكرنا واحترامنا .

المخلص
انيس خوري
انيس خوري

مدير قسم الكتب العربية بالمكتبة
التجارية

أسئلة

- ١ - ما القاموس الذي اراد السيّد وليم جونسون الحصول عليه ؟
- ٢ - هل اراد السيّد وليم جونسون الحصول على طبعة قديمة ام اراد الحصول على طبعة حديثة لهذا القاموس ؟
- ٣ - اين بحث السيّد وليم جونسون عن هذه الطبعة ؟
- ٤ - لمن ارسل السيّد وليم جونسون رسالته ؟
- ٥ - ماذا طلب في تلك الرسالة ؟
- ٦ - ماذا ارسل السيّد وليم جونسون مع رسالته ؟
- ٧ - اين كان السيّد وليم جونسون يسكن ؟ فى اي شارع ؟
- ٨ - من هو السيّد انيس خورى ؟
- ٩ - ماذا ارسل السيّد انيس خوري الى السيّد وليم جونسون ؟
- ١٠ - لماذا لم يرسل السيّد انيس خورى القاموس الى السيّد وليم جونسون ؟
- ١١ - ماذا تعرف عن المكتبة التجارية ؟
- ١٢ - ماذا يقول السيّد انيس خوري عن اثمان المكتبة التجارية ؟

B. Basic text

A Letter

August 23, 1975

Manager,
The Commercial Bookstore

Dear Sir:

I have learned from your bookstore's catalogue of the publication of a new edition of the dictionary Al-Munjid. I have searched for this new edition, which I have heard is a very good one, in American bookstores and have learned

that I will not be able to acquire a copy of it here. Therefore I request that you send me a copy with the latest list of new book titles that you have published.

You will find enclosed ("with this letter of mine") a check for the price of the book.

With my thanks and respects,

Sincerely yours,

William Johnson

William Johnson

Address:

564 Lincoln Street
Washington, D.C.
The United States of America

* * * * *

Response

31 August 1975

Dear Mr. William Johnson:

We received yesterday your letter in which you requested us to send you a copy of the dictionary Al-Munjid together with a list of our new books.

You will find the requested catalogue enclosed in this letter. As for Al-Munjid we will not be able to send it to you now because your check does not cover its price. The prices of Lebanese books have increased within the past month as have American and European book prices; three dollars has been added to the price of Al-Munjid. Moreover, your check does not cover mailing expenses, which come to one dollar. We hope that you will send us a check for the four dollars, and we will send you a copy of Al-Munjid on receipt of the check.

We are sorry that you could not obtain a copy of the new Al-Munjid in America. Our bookstore is, as you know, one of the biggest Lebanese bookstores, and we have many branches outside of Lebanon; the latest edition of Al-Munjid,

however, will not reach those branches before the end of next month.

You can request from our bookstore any of the books we publish that you want. We do not refuse requests coming to us from abroad.

There is no doubt that it takes a bit of time for our books to reach you, but our prices are less than those of the foreign branches.

With our thanks and respects,

Sincerely,

S/Anis Khouri

Anis Khouri

Manager of the Arabic Books Section

The Commercial Bookstore

C. Grammar and drills

هـ - التمارين العامة

1. Definiteness in nouns: Summary
2. The ما ... مِنْ construction
3. أَنْ -clauses as statements of fact
4. Clauses as second term of an idāfa

① Definiteness in nouns: Summary

If بِنْتُ الْمَلِكِ means "the king's daughter" or "the daughter of the king" (both nouns are definite) and بِنْتُ مَلِكٍ means "a king's daughter" or "a daughter of a king" or, depending on the context, "the daughter of a king" (both nouns indefinite), then how does one say in Arabic "a daughter of the king" (one noun indefinite and the second definite)? There are two ways:

بِنْتُ لِلْمَلِكِ	'a daughter of the king's', 'a daughter of the king'
بِنْتُ مِنْ بَنَاتِ الْمَلِكِ	'one of the king's daughters', 'a daughter of the king'

ل in the first example means "belonging to", "of". Another example from the

Preparatory sentences of this lesson is **فَرْعٌ مِّنْ فُرُوعِ الْمَكْتَبَةِ** 'one of the branches of the bookstore' or 'one of the bookstore's branches'. This construction contains a singular noun, the preposition **مِّنْ**, the first noun repeated in the plural, and then a second noun that forms an **idāfa** with the plural noun. If the second noun is omitted, then the plural noun takes the definite article and the resulting construction means "a, a certain ...":

<p>كَانَ لِمَلِكٍ مِّنَ الْمُلُوكِ بِنْتُ جَمِيلَةٌ .</p> <p>يَوْمًا مِّنَ الْأَيَّامِ .</p>	<p>'A certain king had a beautiful daughter.'</p> <p>'a certain day, one day, once'</p>
--	---

This construction is often used at the beginning of narratives, when the topic is being introduced; thus **يَوْمًا مِّنَ الْأَيَّامِ** may also be translated "once upon a time". It is accordingly different from the **idāfa** construction containing the pronoun **أَحَدٌ** 'one' and a definite noun which has already been mentioned, such as

<p>قَامَ أَحَدُ الْمُنْدُوبِينَ وَقَالَ ...</p>	<p>'One of the delegates arose and said ...'</p>
---	--

Now do Drill 1.

Drill 1. Transformation-translation.

a. 'He is the university professor.'

هو استاذ الجامعة . ←

'He is a university professor.'

هو استاذ جامعة . ←

'He is one of the university professors.'

هو استاذ من اساتذة الجامعة . ←

'He is one of the professors.'

هو استاذ من الاساتذة .

٤ ✓ - تبادلت هديّة الزواج .

١ ✓ - هو مدير البنك .

٥ ✓ - وصل ليلة الحفلة .

٢ ✓ - هذا شبّاك المتحف .

٦ ✓ - اقاموا في قصر الملك .

٣ ✓ - هذه طائرة الشركة .

b. 'This is the Yemeni dialect.'

هذه هي اللهجة اليمنية . ✓

'This is a Yemeni dialect.'

هذه لهجة يمنية . ✓

'This is one of the Yemeni dialects.'

هذه لهجة من اللهجات اليمنية . ✓

١ - جبل عرفات هو الجبل العالي . ✓ - تحدّث عن الدين غير الاسلامي .

٢ - مطار لندن هو المطار الكبير . ✓ - كان هذا هو الامتحان السهل .

٣ - هذا هو الشارع الرئيسي . ✓

2. The ما ... مِنْ construction

Note the underlined phrase in the following sentence:

'We shall send you the books we have published in the last two months.'

سَنُرْسِلُ إِلَيْكَ مَا نَشَرْنَا مِنْ كُتُبٍ فِي الشَّهْرَيْنِ الْأَخِيرَيْنِ .

The ما at the beginning of this phrase is the indefinite relative ما (see 30. C. 4), and the phrase might be translated literally as "that which we have published of books", or "what we have published by way of books". The smoothest translation, however, is usually one with a relative clause: "the books (which) we have published". Additional examples:

'Inform me of the views you have on this subject.'

أَخْبِرْنِي بِمَا لَكَ مِنْ آرَائِي فِي هَذَا الْمَوْضُوعِ .

'You may order any of the books we publish that you want.'

تَسْتَطِيعُ أَنْ تَطْلُبَ كُلَّ مَا تُرِيدُهُ مِنَ الْكُتُبِ الَّتِي نَنْشُرُهَا .

مَنْ 'whoever, anyone who' may also be followed by مِنْ in the meaning of "by way of", as in

'Tell me what engineers attended the conference.'

قُلْ لِي مَنْ حَضَرَ الْمُؤْتَمَرَ مِنْ مُهَنْدِسِينَ ؟

Now do Drill 2.

Drill 2. Written. Transformation using ما...من.

'We will send you the books
we have published.'

✓ سنرسل اليك الكتب التي نشرناها • ←

• سنرسل اليك ما نشرناه من كتب

✓ ١ - اهتمّ الرئيس بالآراء التي قدّموها له •

✓ ٢ - اطلب الكتب التي تريدها •

✓ ٣ - هذه هي المقالات التي قرأتها •

✓ ٤ - لا اعرف شيئاً عن المواضيع التي بحثت في هذا المؤتمر •

✓ ٥ - أعجبنا جداً الأماكن المقدسة التي زرتها في القدس •

٦ - صف لنا الآثار التي في لبنان ؟

✓ ٧ - ليست كل الأشياء التي احضرتها هامة •

3. أنّ-clauses as statements of fact.

We have learned that clauses beginning with أنّ 'that, the fact that' are statements of fact--events or states that have been realized or that the speaker states will be realized--while those after أنّ are possible events--no indication is given as to whether or not they will take place (see L.22, C.1. pp. 428-430). The two meanings are contrasted below.

أَعْرِفُ أَنَّكَ بَدَلْتَ جُحُودًا كَبِيرَةً وَأَنَّكَ سَتَنْجَحُ فِي مَنَهِجِكَ الْجَدِيدِ.	'I know that you have worked very hard and that you will succeed in your new program.'
يَجِبُ أَنْ تُحَاوَلَ أَكْثَرَ.	'You must try harder.'

أنّ is regularly followed by a subjunctive verb, while أنّ never is. We have now seen two instances, however, where أنّ is followed by a perfect tense verb; in these cases the أنّ-clause has the meaning of statement of fact.

One of these cases is after the preposition بعد 'after' (see p. 431); بعد أنّ plus the verb may be translated in the following ways, depending on the context:

<p>بَعْدَ أَنْ أَعَدَّ الْأَسْئَلَةَ .</p>	<p>'after he prepared the questions' 'after he had prepared the questions' 'after preparing the questions' 'after having prepared the questions' 'having prepared the questions.'</p>
--	---

The second instance of the use of أَنْ with the perfect tense occurs in Preparatory Sentence 2 of this lesson:

<p>كَانَ أَوَّلُ مَا فَعَلْتُهُ أَنْ أَرْسَلْتُ رِسَالَةً إِلَى وَالِدَيَّ .</p>	<p>'The first thing I did was to send a letter to my parents.'</p>
--	--

In this construction the أَنْ-clause serves as the predicate of an equational sentence, and again denotes a completed event. This construction is practiced below in Drill 4.

4. Clauses as second term of an idāfa

The following expressions

<p>أَجْمَلُ مَدِينَةٍ أَجْمَلُ مَا وَجَدْنَا</p>	<p>'the prettiest city' 'the prettiest that we found'</p>
--	---

are two instances of idāfa constructions; both contain an elative adjective as the first term, while the second term of the first example is a noun and the second term of the other is a clause introduced by the indefinite relative pronoun مَا 'that which, what'. This illustrates the fact that clauses function like nouns, including the function of serving as second term of an idāfa. The construction consisting of elative plus مَا or مَنْ plus clause is translated as "the _____est that _____." Additional examples:

<p>هَذَا أَصْعَبُ مَا قَرَأْتُهُ . كَانَ أَوَّلُ مَا فَعَلْتُهُ أَنْ أَرْسَلْتُ رِسَالَةً إِلَى أَهْلِي .</p>	<p>'This is the hardest (one) that I have read.' 'The first thing that I did was to send a letter to my folks.'</p>
---	---

• أَوَّلُ مَنْ دَعَا إِلَى ذَلِكَ مُحَمَّدٌ عَلِيٌّ	'The first one to advocate that was Muhammad Ali.'
عَلَى أَتَمِّ مَا يَكُونُ	'in the most perfect manner conceivable'

Another instance where a clause serves as second term of an idāfa is after a noun of time, as in

حِينَ دَرَسْتُ مَعَهُ فِي الْجَامِعَةِ	'when I studied with him in the university'
--	---

This idāfa consists of the noun حِينَ 'time' and the clause دَرَسْتُ مَعَهُ فِي الْجَامِعَةِ 'I studied with him at the university.' The noun حِينَ does not have nunation because it is the first term of the idāfa, and is accusative as an adverbial expression (see 23. C. 4). After nouns of time a clause may serve as the second term as is, without any subordinating particle. This sentence literally means, then, "at the time I studied with him in the university." Further illustrations:

يَوْمَ وُلِدَتْ	'(on) the day that she was born'
وَقْتُ كَانَ مُدَرِّسًا	'when he was a teacher'
سَاعَةَ دَخَلَ	'the moment he came in'

Such clauses after nouns of time may be changed to their corresponding verbal nouns, e.g.

يَوْمَ وَلادَتِهَا	'the day of her birth'
وَقْتُ كَوْنِهِ مُدَرِّسًا	'the time he was a teacher'
سَاعَةَ دُخُولِهِ	'the moment of his entrance'

Now do Drills 3 and 4.

Drill 3. Nominalization.

Change the clause following the noun of time to a verbal noun phrase. Ex.

'the day she was born'

يوم ولدت ← يوم ولادتها

'when he arrived'

عندما وصل ← عند وصوله

- | | |
|---------------------------|----------------------------|
| ٧ ✓ - عندما اتصل بنا | ١ ✓ - ساعة خرجا |
| ٨ ✓ - وقت بنى هذا المتحف | ٢ ✓ - عندما رجعوا |
| ٩ ✓ - ليلة انعقد الاجتماع | ٣ ✓ - وقت أقمن في القدس |
| ١٠ ✓ - يوم مروا بنا | ٤ ✓ - حين وصلت |
| ١١ ✓ - وقت أنتجوا الزيت | ٥ ✓ - يوم سافرت الى امريكا |
| ١٢ ✓ - حين تطوّر الاقتصاد | ٦ ✓ - ليلة اجتمعت بك |

Drill 4. Completion with ما / مَنْ .

Fill in the first blank with ما or مَنْ and the second blank with the appropriate form of the suffix pronoun. Ex.

'The first thing I did was to send
a letter to my family.'

كان أوّل — فعلت — أن أرسلت
رسالة الى اهلى .
كان أوّل ما فعلته أن أرسلت
رسالة الى اهلى .

- | | |
|---|--|
| ١ ✓ - كان آخر — قمنا به — من أعمال أن زرنا جريدة "الاخبار" القاهرية . | |
| ٢ ✓ - هل تعرف — قابلت — فى الحفلة أمس . | |
| ٣ ✓ - أريد — تريد — من اشياء . | |
| ٤ ✓ - أخبرنى به — درست مع — فى جامعة هارفارد . | |
| ٥ ✓ - وصلن — نريد الاتصال به — . | |
| ٦ ✓ - أخبرنى به — فعلت — فى العراق . | |
| ٧ ✓ - هل هناك — تحدّ — مريم ؟ | |

- ٨ ✓ - أعجبني — كنتم تبحثون — هذا الصباح .
 ٩ ✓ - نازكُ الملائكة هي أول — قرأت شعرا من تأليف — .
 ١٠ ✓ - هذا — اريدك ان تعرف — .

D. Comprehension passage

د — نصوص للفهم

Read the following passage and then do Drill 5, which is based on it.

رسالة

٥ آب (اغسطس) سنة ١٩٧٥ .

السيد مدير قسم اللغة الانكليزية

جامعة الكويت

تحية واحتراماً .

greetings

علمت من الاستاذ جيم ريتشاردز ، الذي عاد الى أمريكا هذا
 الاسبوع بعد زيارة قصيرة للكويت ، أنكم محتاجون الى أستاذ لتدريس
 اللغة الانكليزية والأدب الأمريكي المعاصر .
 أنا طالب مصري أدرس الآن فى قسم اللغة الانكليزية بجامعة
 مشيخان ، وهى كما تعلمون من أکبر الجامعات الأمريكية وأشهرها . حصلت
 من هذه الجامعة على الماجستير فى اللغة الانكليزية والأدب الأمريكى
 وأكملت فيها جميع الدروس المطلوبة للدكتوراه فى الأدب الأمريكى المعاصر .
 أما رسالة الدكتوراه فقد أكملت معظمها ، وأرجو ان أحصل على
 الشهادة فى نهاية هذا العام الدراسى . الدكتور جيم ريتشاردز هو الاستاذ
 المشرف على الرسالة ، وتستطيعون أن تسألوه عنى اذا اهتم .
 شملت دراستى الجامعية دروسا كثيرة منها ما يتصل بعلم اللغة

ومنها ما يتصل بالاساليب الحديثة المتبعة في تدريس الانكليزية كلغة
اجنبية .

وقد شملت دراستي للادب عددا كبيرا من ادباء أمريكا المعاصرين ،
وستجدون هذا كله في الشهادات الجامعية المرفقة بهذه الرسالة . attached to
وقد عملت منذ حصولي على الماجستير مساعدا للاستاذ رتشاردز في
تدريس اللغة الانكليزية كلغة أجنبية ، وكان بعض طلابي كويتيين . كذلك
درّست الأدب الأمريكي المعاصر في جامعة مشيغان خلال الصيف الماضي .
سوف أكون في انتظار ردكم . وأرجو لكم ولجامعة الكويت كل نجاح
أثناء العام الدراسي القادم .

المخلص
علي فكري
علي فكري

الرد

٢٥ آب ١٩٧٥ .

حضرة السيد علي فكري المحترم :
أما بعد ،
وصلتنا أمس رسالتك ، ويؤسفنا أننا لن نستطيع الاستفادة من we regret
خدماتك لأن أستاذنا أمريكياً من جورجيا حصل على الوظيفة التي ذكرتها .
نرجو لكم كل نجاح .
now then

المخلص
محمود حكيـم
محمود حكيـم

مدير قسم اللغة الانكليزية
جامعة الكويت

Drill 5. Written.

a. List in outline form, first in English then in Arabic, all the qualifications for the job that Ali Fikri gives in his letter.

b. هل رفض طلب علي فكري ؟ لماذا ؟

E. General drills.

هـ - التمارين العامة

Drill 6. Combination: Use of the comparative.

نهر النيل - نهر الامازون (طويل)

'The Nile is longer than the Amazon.' • نهر النيل اطول من نهر الامازون

- | | |
|-------------|-------------------------|
| • (عزيز) | ١ - الولد - الصديق |
| • (جميل) | ٢ - و داد - انا |
| • (مشهور) | ٣ - طه حسين - شوقي ضيف |
| • (فقير) | ٤ - انا - انت |
| • (واضح) | ٥ - محاضراتك - محاضراته |
| • (جديد) | ٦ - سيارتك - سيارتي |
| • (قوي) | ٧ - أنت - هو |
| • (قبيح) | ٨ - هنّ - هي |

Drill 7. Combination: Use of the superlative.

نهر النيل - نهر في العالم (طويل)

'The Nile is the longest river in the world.' • نهر النيل اطول نهر في العالم

- | | |
|-------------|---|
| • (مشهور) | ١ - الجامعة الامريكية - جامعة في لبنان |
| • (جميلة) | ٢ - هي - بنت في تونس |
| • (قديم) | ٣ - هذا القصر - قصر في فرنسا |
| • (كبير) | ٤ - نيويورك - مدينة في الولايات المتحدة |

- ٥ - احمد - طالب في الصف (طويل)
- ٦ - كان - قائد في العالم العربي (عظيم)
- ٧ - هو - رجل في الحكومة اليوم (قوى)
- ٨ - هي - بنت في صفنا (قصير)

Drill 8. (Also on tape) Verb → verbal noun.

طبع	ذهب	عمل	سأل	عرف
وصف	دعا	زار	عين	سمى
ساعد	أقام	تأكد	تبادل	انحاز
فضل	امتاز	اهتم	استخدم	استفاد

Drill 9. Written. Dictionary drill.

Look up the following words in the dictionary. Ex.

<u>Meaning</u>	<u>Root</u>	
capacity	وعب	استيعاب
ولاء	استئصال	امانة
ابتزاز	عذوبة	مفيد
ابتاع	استنكر	انقلاب
انتجار	استمال	مؤسسة
مصايح	خيانة	سعادة

Drill 10. Written. Translation.

1. The foreign minister of France paid an official visit to Lebanon.
2. The conference which lasted for six days was attended by twenty delegates.
3. The Arabs consider those singers among the most famous Arab singers who have lived in this century.
4. My wife is from a small village near the Red Sea.
5. I stayed in Cairo for five days, after which I returned to Damascus.
6. It is known that the Qur'an is written in classical Arabic.
7. They promised us to behave better next time.
8. He especially wants to know the Yemeni culture well.

أ - الجمل التمهيديّة

A. Preparatory sentences

الحرية والواجب

Freedom and Responsibility

١ - لي صديق يمنيّ اسمه أحمد فَقَدَ
والديه وهو في الثامنة من
عمره فقام بتربيته زوج اخت
له اسمه السيّد فريد .

I have a Yemeni friend named Ahmad who lost his parents when he was eight, and a brother-in-law of his, Mr. Farid, undertook his education.

فَقَدَ - ، فَقَدَ ، فَقَدَانِ

to lose, be deprived of, miss
perder, estar privado de, echar de menos

٢ - اهتمّ به السيّد فريد واعتبره
ابنًا له وَفَتَحَ أمامه أبواب
العلم . فَتَحَ ، فَتَحَ

Mr. Farid took care of him, and considered him a son (of his), and open-ed the doors of knowledge before him.

to open; to conquer

٣ - أُنْهَى أحمد دراسته الثانوية
في اليمن فأرسله السيّد
فريد إلى مصر ليدرس في
كلية الآداب بجامعة القاهرة .

Ahmad completed his secondary education in Yemen, and then Mr. Farid sent him to Egypt to study in the School of Arts at Cairo University.

أُنْهَى ، أُنْهَى
كلية - ات
كلية الآداب

IV to complete, finish
college; school (of a university)
School of Arts, College of Arts and Humanities

٤ - درس أحمد في كلية الآداب ،
وكان من أساتذته رجل فرنسيّ
معروف ساعده على فهم الآداب
الفرنسيّ والثقافة الفرنسيّة
فيها عميقًا .

Ahmad studied in the School of Arts, and among his professors was a well-known Frenchman who helped him achieve a deep understanding of French literature and French culture.

فَهِمَ ، فَهِمَ
عميق

to understand, comprehend
deep, profound

٥ - وكان الاستاذ يقول دائماً
لطالبه : يجب ان تذهب الى
فرنسا وتحصل على الدكتوراه
في الادب الفرنسي ثم تَنْفَعُ
طلاب بلادك بما تتعلمه
هناك .

The professor always used to say to his student: You must go to France and get a doctorate in French literature, and then benefit the students of your country with what you learn there.

دائماً
تَنْفَعُ ، نَفْعٌ

always
to be of use to, benefit
servir utile a

٦ - أظهر صديقي رغبة في السفر
الى فرنسا لدراسة الادب الفرنسي
وساعده استاذة على تحقيق
رغبته .

My friend expressed a desire to travel to France to study French literature, and his professor helped him to realize his wishes.

٧ - قبل السفر كتب احمد الى
زوج اخته يخبره بالامر
فأدهش ذلك زوج اخته .

Before the trip Ahmad wrote to his brother-in-law to inform him of the matter, and this surprised his brother-in-law.

أدهش ، وإدهاش

IV to surprise, astonish, amaze
parvenir, étonner

٨ - كتب زوج اخته اليه يقول :
انا الآن في الستين من عمري
وقد اصبحت في حاجة الى
مساعدتك .

His brother-in-law wrote to him saying: "I am now sixty years old, and I have come to need your help."

٩ - قرّر احمد على الرغم من ذلك
ان يسافر الى فرنسا .

Ahmad decided, in spite of that, to travel to France.

١٠ - حصل احمد على الدكتوراه من
جامعة السربون بعد ان كتب
رسالة بعنوان "شعر لامارتين"

Ahmad obtained the doctorate from the Sorbonne after writing a dissertation entitled "The Poetry of Lamartine".

رسالة - رسائل

letter; thesis, dissertation

١١ - اثناء دراسته هناك قابل فتاة فرنسية أحبها وتزوجها .

During his study there he met a French girl that he fell in love with and married.

فتاة - فتيات

girl, young woman
joven, muchacha, doncella

١٢ - أصبح أحمد بعد اكماله الدراسة الجامعية مدرّسا في جامعة فرنسية وكتب كتبها عميقة البحث علمية الاسلوب .

After completing his university studies, Ahmad became a teacher in a French university and wrote books characterized by thorough research and scholarly style.

١٣ - وما زال يترقى حتى صار استاذاً .

He continued to advance until he became a professor.

ترقى ، ترقى
صار - ، صير ، صيرورة

haber elevarse, ser ascendido (en categoría)
V to advance in rank, be promoted, rise
promover, subir, ascender, elevar, to become, come to (be)
llegan a ser

١٤ - في بداية هذا الاسبوع وصلت أحمد رسالة تقول ان زوج اخته قد مات . جاء أحمد يسألني : "أكنت على حق فيما فعلت ؟"

At the beginning of this week Ahmad received a letter saying that his brother-in-law had died. Ahmad came and asked me, "Was I right in what I did?"

(انا) على حق

(I am) right
tengo derecho
llevo razón

١٥ - لقد أغضبه حين فضلت حياتي ومستقبلي على حياته ومستقبله .
العلي أسأت اليه بذلك ؟

I made him angry when I chose my life and my future over his. Did I perhaps harm him by (doing) that?

أغضب ، إغضب
مستقبل

irritar, enojar, enfadar, indignar

IV to anger s.o.

future (n.)

أساء ، إساءة الى
إساءة
malicia, acción, dano, ofensa

IV to hurt, harm, act meanly toward
hacer (algo) mal, estropear, dañar, perjudicar, maltratar

١٦ - ألا يستطيع الانسان ان يهتم بحياته ومستقبله ، ويظهر في الوقت نفسه التقدير لأهله ؟

"Can one not take an active interest in one's own life and future, and at the same time show appreciation for one's family?"

قدر ، تقدير

II to appreciate, esteem; to assess, evaluate

considerar, ponderar
valorar, estimar, evaluar
apreciar, reconocer

طه حسين

كان طه حسين من اشهر ادياء العرب فى القرن العشرين واعظمهم
 انتاجا . وُلِدَ فى قرية صغيرة بمصر عام ١٨٨٩ ، وفقد بَصَرَهُ حين كان
 فى الثالثة من عمره . تعلّم القرآن فى القرية ، ودرس فى الازهر ، ثم
 تابع دراسته فى الجامعة المصرية (التي تعرف اليوم بجامعة القاهرة)
 على كبار الاساتذة ومن بينهم المستشرقون نالينو وجويدي وليتمان .
 وفى عام ١٩١٤ حصل على شهادة الدكتوراه برسالته عن أبي العلاء
 المعري .

بعد ان انهى طه حسين دراسته فى مصر ، أرسل الى فرنسا ،
 فدرس فى جامعة مونبلييه ، ثم انتقل منها الى السوربون وهناك درس
 الادب الكلاسيكي ، وتأثر بالادب الفرنسي والثقافة الاوربية وحصل على
 شهادة الدكتوراه برسالته عن ابن خلدون . وفى باريس قابل الفتاة
 التي صارت له زوجة ولعينيه بَصَرًا .

وعند رجوعه الى مصر صار استاذًا للادب العربى فى كلية الاداب
 بالجامعة المصرية ، ثم عميداً لهذه الكلية ، ثم رئيساً لجامعة
 الاسكندرية ، وما زال يترقى حتى صار وزيراً للتربية والتعليم فى
 عام ١٩٥٠ ، ففتح ابواب المدارس لِإِنشاءِ الشَّعبِ المصري كُلِّه ، واهتمَّ
 بتعليم الفتيات اهتماماً عظيماً . وقد سمّاه معاصروه عَمِيداً لِلادبِ
 العربي تقديراً له ولخدماته فى الميادين الادبية والثقافية .

كان لانتاجه الكبير تأثير عظيم على النهضة الادبية فى
 العالم العربي ، وساعد ذلك الانتاج مساعدة كبيرة على تقدّم الثقافة
 العربية . ومن اهم كتبه " الايام " و " فى الشَّعْرِ الجاهليّ " ، ومُستقبل
 الثقافة فى مصر .

يتحدث طه حسين في كتاب " الأيَّام " عن حياته ودراسته في القرية وفي الأزهر قبل سفره الى باريس . وقد ترجم الكتاب الى لغات اجنبية كثيرة منها الانكليزية والفرنسية ، ويعتبر من أروع الكتب الادبية الحديثة .

اما كتابه " في الشعر الجاهلي " فقد كتب بأسلوب علمي لم يكن سائدا في مصر الحديثة قبل ذلك . أدهش الكتاب بعض الادباء ، وأعجب آخرين لكنه أغضب المُحافظين الذين عدّوه اساءة الى الدين . وكان أولئك المحافظون دائما يهذلون الجهود الكبيرة لمقاومة الكتاب .

و " مستقبل الثقافة في مصر " من اهم كتب طه حسين ، نشر بعد ان حصلت مصر على استقلالها في عام ١٩٣٦ ، وفيه يقول طه حسين : ان ثقافة أوروبا هي أعظم ما وصل اليه الانسان ، ويجب على المصريين في عهدهم الجديد ان ينقلوا هذه الثقافة الى بلادهم وينفعوا بها اناءهم . وأظهر الكاتب فهما عميقا للمشكلات / المتصلة بنظام التعليم في مصر ، قال : يجب ان يكون التعليم الإبتدائي حقًا لكل مصري ، وان تستقل الجامعات اقتصاديًا وعلميًا . وأكثر رجال التربية والتعليم اليوم يعتقدون ان طه حسين كان على حق في هذه الآراء .

مات طه حسين في عام ١٩٧٣ وهو في الرابعة والثمانين من عمره . ففقد العالم العربي بموته أديبا كبيرا ومفكرا من أعظم المفكرين .

أسئلة

- ١ - أين تعلّم طه حسين القرآن ؟
- ٢ - متى درس طه حسين في الأزهر ؟ ماذا تعتقد أنه درس هناك ؟ لماذا تعتقد ذلك ؟
- ٣ - ألا تزال جامعة القاهرة موجودة في مصر ؟
- ٤ - حصل طه حسين على الدكتوراه من مصر ، ثم ذهب الى فرنسا للحصول على الدكتوراه من هناك . علام يدل ذلك ؟

- ٥ - فى كم جامعة فرنسيّة درس طه حسين ؟
- ٦ - هل تزوّج طه حسين فرنسيّة أم مصريّة ؟
- ٧ - ماذا درّس طه حسين بعد رجوعه من فرنسا ؟ لماذا اذن كانت رسالة الدكتوراه التى كتبها فى فرنسا عن موضوع تاريخي ؟
- ٨ - لأيّ جامعة صار طه حسين رئيسا ؟
- ٩ - هل استفادت الفتيات عندما أصبح طه حسين وزيرا للتربية والتعليم ؟ لماذا ؟
- ١٠ - هل كان طه حسين يهتمّ بالسياسة ؟ كيف علمت ذلك ؟
- ١١ - ما الحياة التى وصفها طه حسين فى كتاب " الايام " : حياته فى مصر أم حياته فى باريس ؟
- ١٢ - ما بعض اللغات التى ترجم اليها كتاب " الايام " ؟
- ١٣ - لماذا قاوم بعض الناس كتاب " فى الشعر الجاهليّ " ؟
- ١٤ - عمّ تحدّث طه حسين فى كتابه " مستقبل الثقافة فى مصر " ؟

B. Basic text

Taha Hussein

Taha Hussein was one of the most famous Arab writers of the twentieth century, and one of the most prolific. He was born in a small village in Egypt in 1889, and he lost his sight when he was three years old. He learned the Qur'an in the village, and studied at Al-Azhar. Then he continued his studies at the Egyptian University (which is known today as Cairo University) under the leading professors, among them the orientalist Nallino, Guidi, and Littman. In 1914 he obtained the doctor's degree with his dissertation on Abū al-'Alā' al-Ma'arrī.

After Taha Hussein had completed his studies in Egypt, he was sent to France and studied at the University of Montpellier. Then he transferred from there to the Sorbonne, and there he studied classical literature. He was influenced by French literature and European culture, and he obtained the doctorate with his dissertation on Ibn Khaldūn. In Paris he met the girl who became a wife for him and sight for his eyes.

On his return to Egypt he became a professor of Arabic literature in the School of Arts at the Egyptian University, then dean of that School, then president of the University of Alexandria; and he continued to advance until he became Minister of Education in 1950. He opened the doors of the schools to the ordinary people of Egypt and he took great interest in the education of girls. His contemporaries called him the "Dean of Arabic Literature" in appreciation of him and of his services in the literary and cultural fields.

His extensive works had great influence on the literary movement in the Arab world and helped greatly in the advancement of Arab culture. Among the most important of his books are Al-Ayyām ("The Days"), Fī al-Shi^cr Al- Jāhili ("On Pre-Islamic Literature") and Mustaqbal Al-Thaqāfa fī Miṣr ("The Future of Culture in Egypt").

In Al-Ayyām Taha Hussein talks about his life and studies in the village and at Al-Azhar before his trip to Paris. The book has been translated into many foreign languages including English and French, and is considered one of the most magnificent of modern literary works.

As for his book Fī Al-Shi^cr Al-Jāhili, it was written in a scholarly style not previously common in modern Egypt. The book surprised some literary

scholars and pleased others, but it angered the conservatives, who considered it an affront to religion. Those conservatives always exerted great efforts in resisting the book.

Mustaqbal Al-Thaqāfa fī Miṣr is one of Taha Hussein's most important books. It was published after Egypt had obtained her independence in 1936, and in it Taha Hussein says: The culture of Europe is man's most magnificent achievement (lit.: "is the most magnificent of what man has achieved") and it is incumbent upon Egyptians in their new era to transmit this culture to their country and to make its benefits available to their children. The author showed a deep understanding for the problems connected with the system of education in Egypt. He said: "Elementary education must be a right belonging to every Egyptian, and the universities must become independent economically and academically." Most men in the field of education today believe that Taha Hussein was right in these views.

Taha Hussein died in 1973 in his eighty-fourth year, and with his death the Arab world lost a distinguished literary figure and one of the greatest thinkers.

C. Grammar and drills

ج - القواعد والتمارين

1. Accusative of cause or purpose: تَقْدِيرًا لَهُ

1. Accusative of cause or purpose: تَقْدِيرًا لَهُ

Verbal nouns may be put in the accusative to express the cause, reason or purpose for an action; the meaning of the construction is "because of, out of, from" or "in order to". The verbal noun is in the accusative case and with nunation. If the verbal noun has an object, the object must be placed after a

preposition--if there is a preposition usually associated with the object of a verb (as with verb-preposition idioms), that preposition is used; otherwise ل is used. Illustrations:

شَكَرُوا الزَّائِرَ تَقْدِيرًا لِخِدْمَاتِهِ الكَثِيرَةِ .	'They thanked the visitor in appreciation of his many services' (or: "out of appreciation of", "because of appreciation of").
تَرَكَ بِلَادَهُ حُبًّا لِلْحُرِّيَّةِ .	'He left his country out of love for freedom.'
سَمَّاهُ عَمِيدًا لِلأَدَبِ الْعَرَبِيِّ تَكْرِيمًا لَهُ .	'They named him the "Dean of Arabic literature" in order to honor him.'
قَالَ الْوَزِيرُ رَدًّا عَلَى سُؤَالٍ : . . .	'The minister said in answer to ("in order to answer") a question, ...'
عَادَ إِلَى بَيْتِهِ بَحْثًا عَنِ الْمَجَلَّةِ .	'He returned home in search of the magazine.'

Now do Drill 1.

Drill 1. Recognition of accusative of purpose.

Identify the accusatives of purpose and give their meaning.

- ١ - يرحل الهدو من مكان الى مكان في الصحراء طلبا للماء .
- ٢ - سافر الى الولايات المتحدة بحثا عن عمل .
- ٣ - قدّم المؤلف كتابه الجديد لوالدته احتراما لها .
- ٤ - عينته الشركة مديرا تقديرا لخدماته .
- ٥ - اقاموا حفلة كبيرة تكريما لاستاذهم .
- ٦ - اجتمع الناس في المطار تكريما للوزير الزائر .
- ٧ - درست الطالبة ساعات طويلة استعدادا لامتحان .
- ٨ - قام الناس اكراما لرجل الدين .

- ٩ - بقي مندوبو الدول الاعضاء في اماكنهم انتظارا لوصول السكرتير العام لمنظمة الامم المتحدة .
- ١٠ - طلب الزواج منها حباً لها .

D. Comprehension passages

د - نصوص للفهم

(1) Read the following passage and then do Drill 2, which is based on it.

قصة حب

كان فريد وسلوى يشربان القهوة في مقهى الجامعة . فرغا من finished شرب القهوة دون أن يقولوا شيئا ، وبعد دقائق طويلة تكلم فريد :

فريد : لقد أدهشني ما سمعت من والدك أمس ، بل لقد اغضبني .

سلوى : لعله اساء اليك بما قاله . انت تعلم أن لي رأيا غير رأيه ، ولكن حرية التصرف ليست من حقوق الفتاة في بلادنا .

فريد : بل أعلم أن للفتاة حق التصرف في أمور حياتها . ألسنا في القرن العشرين ؟! ولمن تكون حرية التصرف اذا لم تكن للمتعلّمات من بنات العائلات الغنيّة ؟!

سلوى : أنت على حق ، ولكن

فريد : ولكنني فقير ، وعائلتي غير معروفة ، ووالدي ليس عضوا في البرلمان parliament

البرلمان ! لقد صار الزواج في هذه الأيام تجارة !

سلوى : كنت أحبّ ألا يغضبك كلام والدي الى هذا الحدّ .

فريد : لعلّ هناك رجلا آخر يرغب في أن يتزوجك ، ولعلّ والدك يفضّله عليّ .

سلوى : لست على حق في ذلك . أرجو يا فريد أن تفهم موقف والدي وأن position, stand, attitude تفهم موقفني أنا أيضا . أنا أحبّك كما تحبّني ، لكن الحياة لا تسير دائما في الطريق التي نريدها .

فريد : فهمت . أنت تعلمين أنني مسافر الى فرنسا في بعثة دراسيّة عند study mission (group of students on fellowship)

نهاية هذا العام . كنت أرجو أن نذهب معا ، ولكنني أرى الآن

meet

أن لكل منا طريقا وأن الطريقين لن تلتقيا .

مضت أعوام أربعة كان فريد خلالها يدرس العلوم السياسية في

persistence

باريس . كانت طريقه صعبة ، ولكنه كان يسير بإصرار ونشاط أدهشا

with
Honours first
class

أساتذته وأصدقائه . فلما حصل على الدكتوراه بمرتبة الشرف الأولى كان

surprise أعظم الناس دهشة .

عاد فريد الى بلاده وصار موظفا في مكتب رئيس الوزراء ، وظل

يترقى حتى أصبح مديرا للمكتب . وبذل جهودا عظيمة في خدمة بلاده ،

فاحترمه الناس ووضعوا شقتهم فيه ، كذلك صادقته الكثيرون من كبار

رجال الدولة .

parliament

وأقبلت الانتخابات فانتخبه الشعب عضوا في البرلمان .

وفي حفلة التقيا : كانت في الحفلة لأن والدها كان أحد المدعوين

met

أما هو فقد كان ضيف الشرف . قالت له :

guest of
honor

meet

أخبرتني قبل سفرك الى فرنسا أن طريقينا لن تلتقيا ، لكنك لم

تكن على حق !

قال :

- هل كنت على حق ، فما زالت المسافة بين طريقينا بعيدة كل

البعد . لم يتغير مني إلا وضعي الاجتماعي . هل تزوجت ؟

قالت :

- لا ، فإن لبعض الناس قلوبا تحب مرة واحدة فقط . وأنت ، هل

تزوجت ؟

فنظر اليها طويلا قبل أن يقول :

- لا ، ولكنني سأتزوج قريبا .

قالت :

لعلها ابنة صديق لك من أعضاء البرلمان !

قال :

- هل هي طالبة في الجامعة الأمريكية . واود ان تعلمي أنها
من عائلة فقيرة .

Drill 2. Written. Questions.

أسئلة

- ١ - أين التقى فريد وسلوى ؟ met
٢ - هل عائلة سلوى أغنى من عائلة فريد ؟ كيف علمت ذلك ؟
٣ - ما رأيك في موقف سلوى من موضوع الزواج ؟ هل يختلف موقف فريد position, stand, attitude
من ذلك ؟
٤ - ما رأيك في قول فريد : " ان لكل منا طريقا وان الطريقين
لن تلتقيا " ? meet
٥ - كم سنة درس فريد في فرنسا ؟ ماذا درس ؟
٦ - أين عمل فريد بعد رجوعه الى بلاده ؟ هل نجح في عمله ؟
٧ - كيف كان وضع فريد في المجتمع حين قابل سلوى في الحفلة ؟ هل
كان رأيه في الزواج قد تغير ؟ ورأي سلوى ؟
٨ - لماذا قالت سلوى : " ان لبعض الناس قلوبا تحب مرة واحدة فقط " .

(2) Listen to each of the sentences on tape and then do Drill 3.

Drill 3. Written. (On tape) Translate into English the sentences recorded on tape.

E. General drills

ه - التمارين العامة

Drill 4. Written. Completion .

Fill in the empty slots with the correct form of each word.

ACTIVE VERB	PASSIVE VERB	ACTIVE PARTICIPLE	PASSIVE PARTICIPLE	VERBAL NOUN
كَتَبَ				
		وَاصِفٌ		
				بِنَاءٌ
	حَدِّدَ			
			مُسَمًّى	
شَاهَدَ				
		مُغْضِبٌ		
				إِنْخِبَابٌ
			مُسْتَحْدَمٌ	
	أَسْتَطِيعَ			

Drill 5. Transformation. Perfect passive ← Imperfect passive with ٴ.

- ١ - بُنِيتْ مصانع كثيرة قرب تلك المدينة .
- ٢ - سَيُسمَحُ لهما بالسفر .
- ٣ - أُجِّلَ عقد الاجتماع .
- ٤ - سَيُتَّفَقُ على حلٍّ للمشكلة .
- ٥ - أُحترمت احتراماً كبيراً .
- ٦ - سيعتمد عليهم كل الاعتماد .
- ٧ - تهودلت الزيارات بين البلدين .
- ٨ - سيدرسون التاريخ الاسلامي على كبار الاساتذة .
- ٩ - أُقيمت في البلاد احتفالات كثيرة تكريماً للملك الضيف .
- ١٠ - ستهذل جهود كبيرة لتحسين الاوضاع الاقتصادية .

Drill 6. Written. Transformation: Relative clause with verb → relative

clause with participle.

هو من الذين يهتمون بمثل هذه المواضيع ← He is one of those who are interested in such subjects as these.

هو من المهتمين بمثل هذه المواضيع .

١ - هذه الدولة من الدول التي تحتاج الى مساعدات كبيرة لتحسين
اوضاعها الاقتصادية .

٢ - الجبال التي تحيط بهذه المدينة جبال عالية .

٣ - النظام الذي يسود اليوم في معظم البلدان العربية هو النظام
الجمهوري .

٤ - ليس هذا الموضوع من المواضيع التي يُسمح بحثها .

٥ - لسنا عادة من الذين يُدعون الى مثل هذه الحفلات .

٦ - طه حسين من الذين يعرفون بانتاجهم الادبي الكثير .

٧ - هي من الذين يتفقدون معي في الرأي .

٨ - هو من الذين يشرفون على سير العمل في هذا المصنع .

٩ - الدكتورة نوال السعداوي من اللواتي يدعون الى المساواة بين
الرجل والمرأة .

١٠ - ليس هذا الحزب من الاحزاب التي تتعاون مع الدولة .

Drill 7. Written. Translation.

1. Rashid had been in love with Widad for a period of five years before he married her.
2. The Third World countries are nonaligned states; they neither side with the West nor with the East.
3. The three major religions in the Middle East are Islam, Christianity and Judaism.

4. She rendered great services to her country; these services were benefited from greatly.
5. They have made great efforts to reach a solution to the problem existing between them.
6. The color of the sea changes from blue to green to white during the day.
7. It is told of (عَنْ) this castle that it had great importance throughout ancient history.
8. This political organization has a black and yellow flag.
9. His beloved is green-eyed and dark-complexioned.

Drill 8. Written. Vocabulary.

Fill in the blanks with the most appropriate word or expression.

- (محلية ، يحمر ، عنوان ، ابها ، يطيني ، قاموس ، مركز ، عاصمة ،
الميادين ، امها ، مختلف ، المناحزة ، اقرارها ، المملكة ، دام ،
تبادل ، رد ، تحسين ، نسخة ، اقوى) .
- ١ - الرياض ————— العربية السعودية .
(kingdom)
 - ٢ - ————— رئيسا الجامعتين الزيارات .
 - ٣ - لم ————— على رسالتي الاخيرة حتى الآن .
(answer)
 - ٤ - اريد الحصول على ————— جديدة من ————— المنجد .
(copy)
 - ٥ - بيروت ————— هام للتجارة الدولية .
 - ٦ - في فرنسا احزاب ————— كثيرة .
 - ٧ - يعمل الرئيس الجديد على ————— الاوضاع في ————— .
(various)
 - ٨ - مصر من الدول غير ————— .
 - ٩ - ————— وجهه عندما تتحدث معه اي فتاة .
 - ١٠ - ذهبت مع زوجها الى بغداد لزيارة ————— و ————— و ————— .
(mother)
 - ١١ - ————— حكمه ثلاثين عاما وهو ————— رئيس وزراء عرفته البلاد .
(lasted)

أ - الجمل التمهيديّة

A. Preparatory sentences

جَمَلٌ مُتَفَرِّقَةٌ
مُتَفَرِّقٌ variedo, disperso

Miscellaneous sentences

frases variadas, diversas (miscelánea de frases)

- ١ - اِشْتَدَّ الْخِلَافُ بَيْنَ الْابِ وَابْنِهِ
حَوْلَ مَوْضُوعِ زَوَاجِ الْابْنِ .
The disagreement between the father and his son over the subject of the son's marriage became intense.

اِشْتَدَّ ، اِشْتِدَادٌ
خِلَافٌ - ات

intense, severe, aggravated, harsh, severe, strong, more violent, more intense; to intensify
VIII to become harsh, severe, strong, more violent, more intense; to intensify
difference of opinion, disagreement, conflict
about; around, approximately; over, concerning

- ٢ - تَقَعُ مَشْكَلاتٌ كَثِيرَةٌ عَادَةً بَيْنَ الزَّوْجَةِ وَأُمِّ زَوْجِهَا .
Usually many problems occur between the wife and her husband's mother.

وَقَعَ ، يَقَعُ ، وَقُوعٌ
ocurrir, tener lugar, encontrarse, estar situado, hallarse
to be located; to happen, occur, take place

- ٣ - اجتمع اعضاء ادارة البنك لبحث الازواج الاقتصادية الحالية .
The members of the bank's administration met to discuss the present economic conditions.

حاليٌّ - ون

present, current

- ٤ - اَبْدَى رَئِيسُ الشَّرْكَةِ اِهْتِمَامًا كَبِيرًا بِاَلْاِرَاءِ الَّتِي قَدَّمَ لَهَا لَهُ مَوْضُوفُهُ .
The president of the company showed great interest in the opinions that his employees had presented to him.

اَبْدَى ، اِبْدَاءٌ

revelar, mostrar, demostrar, expresar

IV to reveal, manifest, show, display

- ٥ - اُذِيعَ امس في واشنطن ان وزير الخارجية الامريكى سيعقد مؤتمرا صحفيا لدى عودته من اوربا .
It was broadcast yesterday in Washington that the American Secretary of State will hold a press conference on his return from Europe.

por radio
difundir, divulgar, transmitir, radiar, anunciar, emitir

IV to broadcast, transmit (to)

at, by (place and time); in the presence of, before, with; to have; on, upon (doing s.th.)

اُذَاعٌ ، اِذَاعَةٌ (على)
لَدَى = عِنْدُ

en, en presencia de; en caso de; al, cuando, en el momento de

٦ - استخدمت الجامعة ثلاثة
أساتذة سود ولم تكن هذه
الجامعة قد استخدمت أي
أساتذة سود من قبل.

من قبل

The university employed three black professors; this university had not previously employed any black professors.

(adv.) antes, en el pasado,
de antemano, con anterioridad,
previamente, ...
before, previously, earlier,
formerly

٧ - أرسل رسالة الى أخيه ولكن
هذا الأخير لم يجبه على
رسالته.

He sent a letter to his brother, but the latter didn't answer him concerning his letter.

أجاب ، إجابة
أجاب الى
أجاب عن ، على

الى ، الى
Responder / a alguien
contestar
عن ، على
sobre algo,
a (una pregunta)

IV to answer, respond to s.o.;
to comply with (a request)
IV to answer, respond to s.o.
IV to answer, respond (to s.o.)
concerning (s.th.)

٨ - قدم الاهل والأصدقاء لهم
الهدايا بعد زواجهما فقبلوها
بسُرور.

Relatives and friends presented gifts to them after their marriage, and they accepted them with pleasure.

قبل - ، قبول
سر - ، سرور
سرور (ب)

to accept, approve
alegrar, alegrar, satisfacer, complacer
to please, gladden, make happy
pleasure, delight (at)
alegría; con gusto
عنى - ؛ gustoamente

٩ - جرت في الاسبوع الماضي مُحادثات
هامة بين الرئيسين السوري
والمصري.

Important discussions took place last week between the Syrian and Egyptian presidents.

جرى - ، جرى
مُحادثة - ات

to take place, occur, happen
talk, discussion, conversation
conversación, charla, conferencia,
plática

١٠ - سأزور لبنان في شهر آب
(أغسطس) عوضاً عن شهر
كانون الأول (ديسمبر).

I am going to visit Lebanon in August instead of December.

en lugar de, a cambio de,
en compensación de
instead of, in lieu of, in
exchange for
[December (in the Levant and
Iraq: كانون الأول]

عوضاً عن
[ديسمبر]

١١ - اشترى والدي سيارة بخمسة
آلاف دولار ثم باعها بثلاثة
آلاف دولار .

My father bought a car for five thou-
sand dollars, then sold it for three
thousand.

اشترى ، شراء
باع ، بيع

VIII to buy (note the Form I VN)
to sell

١٢ - كان مسرورا جدا بوجود جميع
أولاده حوله .

He was very pleased to have all his
children around him.

alegre, regocijarse (con/de)

(passive) to be pleased (at, by),

be happy (to)

سرّ ، سرور (ب ، من ، ل)

*alegre, content, su-
beloso, satisfied*

١٣ - كانت العلاقة بينها وبين
أهلها علاقة سيئة ولكنّها
تحسّنت في المدة الاخيرة وذلك
بسبب فهم والدها لها ولزوجها
ولتعاونهم معها على حلّ كل
المشكلات التي وقعت بينهم .

The relationship between her and her
family was a bad one, but it has im-
proved recently, and that is because
of her father's understanding of her
and of her husband, and because of
his cooperation with them in resolv-
ing all the problems that had arisen
between them.

سيّئ ون
تحسن ، تحسن

bad, evil

V to improve, get better

١٤ - يحبّ الناس في العالم العربيّ
شرب القهوة ولكنّ بعضهم يفضّل
الشاي .

People in the Arab World like to drink
coffee, but some prefer tea.

شاي

tea

ب - النصّ الاساسيّ

مقتطفات من جرائد عربيّة

*trois selecto
selcan
au tologia*

excerpts,
selections

١ - اشدّد الخلاف بين رئيس الوزراء ووزير التربية والتعليم بشأن
المناهج الدراسية . والمعروف أنّ الخلاف وقع لأنّ وزير التربية

والتعليم يعتبر المناهج الحالية سيّئة ويدعو الى تحسينها؛ أمّا رئيس الوزراء فيرى أن الوضع الاقتصادي لا يسمح الآن بمثل هذا التحسين . وقد أبدى الوزير رغبته في الاجتماع برئيس الوزراء لبحث الموضوع ، لكنّ رئيس الوزراء رفض ذلك .

- Mexico ٢ - أذيع أمس في المكسيك أنّ مندوبي منظمات مختلفة في عشرين دولة من دول أمريكا الجنوبيّة عقدوا مؤتمراً في العاصمة المكسيكيّة استمر أربعة أيّام لدراسة الاوضاع الدوليّة . وقيل في نهايّة الاجتماع أنّ العلاقات بين دول أمريكا الجنوبيّة في تحسّن مستمرّ .
- ٣ - قام أمس وزير الخارجيّة الأمريكيّة بزيارة لدمشق وكان في استقباله لدى وصوله وزير الخارجيّة السوريّ وعدد من كبار موظفي الدولة . والمعروف أنّ وزير الخارجيّة الأمريكيّ ما زار دمشق من قبل .
- ٤ - قرّر وزير الصناعة تعيين احدى السيّدات اللواتي يعملن في الوزارة رئيسة لمكتبه . والمرأة التي عينها الوزير هي السيّدة سعاد لطفي وقد أجابت السيّدة سعاد لطفي على سؤال لمندوبنا قائلة " يسرّني أن أكون أوّل امرأة تتمكّن من الحصول على هذه الوظيفة وأنا أقبلها باسم نساء بلادي جميعهنّ " .
- ٥ - عقد اليوم رئيس الجمهوريّة اجتماعين مع الرئيس السوريّ . وقد وصف مُتحدِّثٌ رسميّ المحادثات التي جرت بين الرئيسين بأنّها كانت ناجحة .
- ٦ - أذيع اليوم أنّ وزير الخارجيّة البريطانيّ أرسل رسالة الى وزير خارجيّتنا يطلب فيها أن يعقد الاجتماع القادم بين الوزيرين في لندن عوضاً عن باريس .
- ٧ - اشترت حكومتنا خمسين طائرة حربيّة من دولة غربيّة ، وقد قال مُتحدِّثٌ رسميّ أنّ الدولة التي باعت الطائرات سوف تنشئ ثلاثة مصانع خلال السنوات الثلاث القادمة .

٨ - اشدّ الخلاف بين البلدين حول مشكلات الشأى لم يستطيعا الوصول الى اتفاق بشأنها .

C. Grammar and drills

ج - القواعد والتمارين :

1. Negation of perfect tense with ما
2. Particles ending in 'u

1. Negation of perfect tense with ما

The perfect tense is normally negated by means of كَمْ with the jussive mood: كَمْ يَدْرُسُ — دَرَسَ . The verb زال may be negated in this way, but most often is negated with the negative particle ما : 'He is still present' (see 22.C.2). The particle ما may also be used to negate the perfect tense of other verbs as well, as in

'He had not previously visited Damascus.' ما كَانَ قَدْ زَارَ دِمَشْقَ مِنْ قَبْلُ .

The choice between ما with perfect and كَمْ with jussive is one of style; since, however, ما is rather uncommon, it provides some emphasis when it is used.

Now do Drill 1.

Drill 1. Transformation. Negative with لم — negative with ما .

'I didn't study the history of the Middle East.'

لم أدرس تاريخ الشرق الاوسط .

ما درست تاريخ الشرق الاوسط .

١ - لم يتزوجها لأنه لم يحبها .

٢ - لم اهتم بهذا الموضوع اهتماما كبيرا .

٣ - لم أقم في سان فرانسيسكو في العام الماضي .

٤ - لم يستعدوا للامتحان .

٥ - لم تصل اختي الى هنا حتى الآن .

٦ - لم تتعلم مريم اللهجة الكويتية خلال اقامتها في الكويت .

٧ - لم يهب لهما ابناء او بنات .

٨ - لم يلقيها ترحيبا في المملكة .

2. Particles ending in 'u

Most parts of speech in Arabic are inflected; nouns and adjectives, for example, show inflections for case depending on their function in the sentence, and verbs are inflected to agree with their subjects. Words that have absolutely no inflections at all are called particles; these include prepositions, e.g. مِنْ 'from'; adverbs, e.g. هُنَا 'here'; conjunctions, e.g. أَنْ 'that' and لِـ 'in order that'; etc. We are interested here in particles that end in 'u: we have now had مُنْذُ, which functions as both a preposition meaning "since; ago" and as a conjunction meaning "since, since the time that" (see L.35.C.3), and the adverbs قَبْلُ 'previously, formerly, earlier, before' and بَعْدُ 'then, thereupon; afterwards, after that, later'; the relative adverb حَيْثُ 'where (the place in which or to which); wherever' will be introduced in Lesson 42.

The important thing to point out is that these particles never change their final vowel regardless of how they are used in the sentence. For example, the adverb قَبْلُ is normally used after the preposition مِنْ, giving the phrase مِنْ قَبْلُ which means the same as قَبْلُ alone; in contrast to the final vowels of prepositions the final vowel of قَبْلُ does not change after مِنْ. As pointed out in L.37.C.5, (p. 183), the preposition قَبْلُ 'before' is in the genitive case when it comes after another preposition but is in the accusative elsewhere. The differing usages are contrasted below:

قَبْلُ كُلِّ شَيْءٍ	'before anything else, first of all'
مِنْ قَبْلِ الْحَرْبِ	'prior to the war, since before the war'
لَمْ أَكُنْ أَعْرِفُهُ مِنْ قَبْلُ .	'I hadn't known him previously.'

Another major difference between adverbs and prepositions is of course that adverbs never take objects while prepositions must.

The adverb بَعْدُ usually occurs in the expression

فِيْمَا بَعْدُ 'afterwards,
más tarde
luego
más abajo (en un texto)

entando en materia (formula de introducción de un discurso, carta) --
وَبَعْدُ
بَعْدُ

later'; a special usage is in the expression أَمَّا بَعْدُ which introduces the body of a letter (see p219); finally, after a negative بَعْدُ means "yet, still": *aún (no)*

'He hasn't come yet.' لَمْ يَجِيءْ بَعْدُ .

D. Comprehension passage

د - نصوص للفهم

(1) Read the following passage and then do Drill 2, which is based on it.

مؤتمر صحفي

عقد وزير الخارجية المصرية مؤتمرا صحفياً حضره عدد غير قليل من المراسلين العرب والاجانب . وقد تحدث الوزير في ذلك المؤتمر عن العلاقات السياسية بين مصر والولايات المتحدة . بدأ الوزير مؤتمره الصحفي بقوله : " يسرني جدا ان اقابلكم اليوم واود ان اشكر لكم حضوركم هذا المؤتمر كما اود ان اتقدم بشكري الخاص الى جميع المراسليين الاجانب الموجودين بيننا .

سيكون هذا المؤتمر مؤتمرا مفتوحا دون تحديد للوقت . اما الآن فاننا على استعداد للإجابة على اسئلتكم بشأن اي موضوع ترغبون في السؤال عنه . "

سؤال : حضرة الوزير ، سمعنا انك رفضت ان تقبل دعوة قدمت اليك لزيارة الولايات المتحدة ، فهل هذا صحيح ؟

اجابة : لا ، لم ارفض الدعوة . لقد قبلتها بكل سرور . كُلُّ ما في الأمر ان محادثات قد جرت بيننا وبين الولايات المتحدة حول موعد الزيارة ، وقد قررنا معا ان اقوم بهذه الزيارة في ديسمبر عوضا عن القيام بها في اغسطس .

س : اذيع امس في القاهرة وواشنطن ان العلاقات بين البلدين في تحسن مستمر ، فما رأيكم في ذلك ؟

ج : حَقًّا ان العلاقات بين بلدينا في تحسن مستمر . وهدفنا الآن هو

truly,
actually

تحقيق التعاون التام بين بلدينا في مختلف الميادين الثقافية والاقتصادية والسياسية .

س : انا مراسل امريكي . تعرف يا حضرة الوزير ان العلاقات بين بلدينا لم تكن دائما حسنة وان الخلاف قد اشتد بيننا اكثر من مرة . فهل سيكون لخلافات الماضي تأثير على علاقاتنا المستقبلية ؟

ج : منذ اقدم الازمان تقع الخلافات بين الشعوب والحكومات ، لكننا نعتقد ان الشعبين الامريكي والمصري سيتمكنان من العمل معا في جو يسوده التعاون والثقة المتبادلة . atmosphere

س : حضرة الوزير ، اود ان ارجع بسؤالي الى موضوع زيارتك للولايات المتحدة . ماذا سيبحث خلال هذه الزيارة ؟

ج : سوف اتكلم عما سيبحث خلال هذه الزيارة بعد رجوعي من الولايات المتحدة ، اما الآن فافضل ألا اقول شيئا عن محادثات لم تجر حتى الآن .

س : شكرا حضرة الوزير .

ج : عفوا .

صواب أم خطأ

Drill 2. Written. True-false.

Indicate whether the following sentences are true or false.

- ١ - بحث وزير الخارجية في مؤتمره الصحفي موضوع العلاقات الامريكية المصرية .
- ٢ - تقدم الوزير بشكره الخاص الى جميع المراسلين الذين حضروا المؤتمر الصحفي .
- ٣ - كل المراسلين الذين حضروا المؤتمر مصريون .
- ٤ - عقد الوزير مؤتمره الصحفي بعد رجوعه من الولايات المتحدة .
- ٥ - رفض الوزير دعوة لزيارة الولايات المتحدة .

- ٦ - هدف الوزير ان تبقى العلاقات بين بلاده والولايات المتحدة كما هي الآن .
- ٧ - لم تكن العلاقات بين مصر والولايات المتحدة حسنة دائما لكنّ الخلاف لم يشتدّ بينهما .
- ٨ - يريد الوزير التعاون مع امريكا .
- ٩ - تكلم الوزير في مؤتمره الصحفيّ عن بعض المواضيع التي ستتناولها المحادثات .
- ١٠ - رفض الوزير ان يجيب على سؤال احد الصحفيين .
- ١١ - سأل صحفيّ امريكّي اكثر من سؤال عن موضوع زيارة وزير الخارجية لامريكا .

(2) Listen to the passage on tape and then do Drill 3, which is based on it.

(Note ^{هـ} حاج is a title conferred on the Muslim who has made the pilgrimage to Mecca; it conveys great respect).

Drill 3. Written. (On tape)

Write a brief summary of the short story which is read for you on tape.

E. General drills

هـ - التمارين العامّة

Drill 4. Transformation: Statement → negative.

Note: Use both ما and لم where appropriate.

- ١ - انا من اليمن .
- ٢ - اتفقا على تبادل الزيارات .
- ٣ - سأسافر الى القدس قريبا .
- ٤ - يعتمدون عليهما اعتمادا كبيرا .
- ٥ - جاءني به .
- ٦ - اذهب من هنا .
- ٧ - هما فتاتان سوريتان .
- ٨ - اغضبني اخوك امس .
- ٩ - سنشاهد هذا الفلم غدا .

١٠ - يهتمّ بأولاده اهتماما كبيرا .

١١ - في البيت رجل غريب .

١٢ - يحافظ مسؤول المنظمة الثورية على قانون البلد .

Drill 5. Written. Transformation: Singular → dual → plural.

'This is the professor who teaches Arabic at our university.'
هذا هو الاستاذ الذي يدرس العربية
في جامعتنا . ←

'These are the professors who teach Arabic at our university.'
هذان هما الاستاذان اللذان يدرّسان
العربية في جامعتنا . ←

'These are the professors who teach Arabic at our university.'
هؤلاء هم الاساتذة الذين يدرسون
العربية في جامعتنا .

١ - هذا هو الرجل الذي ألّف هذه الكتب .

٢ - هذه هي المرأة التي دعت الى المساواة بين الرجال والنساء .

٣ - اجتمعت بالرجل الذي عين مديرا للشركة .

٤ - قابلت الفتاة التي دعوتها الى حفلتك .

Drill 6. Written. Transformation. Active ↔ passive.

Supply an appropriate subject where necessary.

١ - ستهنى مصانع كثيرة في البلاد .

٢ - اقيم احتفال كبير لرئيس الجامعة تقديرا لخدماته .

٣ - سوف تسمي المولود الجديد عمر اذا كان ولدا .

٤ - دعينا الى حفلة رسمية .

٥ - ستذهب السكرتيرة بك الآن الى مكتب رئيس الجامعة .

٦ - أجل الاجتماع الى الاسبوع القادم .

٧ - ستؤسّس منظمة جديدة في الشهر القادم .

٨ - أستفيد من موارد الزيت استفادة كبيرة .

- ٩ - سبيع اخي سيارته بثلاثة آلاف دولار .
١٠ - حكم عليها بالموت .
١١ - منحهم حق الاشتراك في عمل الحزب .

Drill 7. Written translation.

1. We wish to ask you, Sir, about some matters that have to do with social life in the United States.
2. The status of the mother in this country is equal to that of the father, but her function in the family is different from his.
3. I went with my students yesterday evening to an Arabic restaurant. The same night we went together to see the movie Cleopatra.
4. Cars are most numerous in the streets of Beirut, especially in the middle of town. Nonetheless, I saw people walking among the cars in the middle of the street.
5. The oil companies have built a number of factories in the Arab world and the building of these factories was not an easy matter.
6. We found that the reporter painted a generally untrue picture of North Africa.

Drill 8. Written. Vocabulary.

Fill in the blanks in the sentences below with the most appropriate word from among the following:

- (أعضيه ، منذ ، صدرت ، حاول ، طبعة ، عميقا ، للضيف ، الفتاة ،
صار ، على حق ، يوحدوا ، يترقى ، كافحت ، ثمن ، فهموا ، قابلت ،
دعا ، قواميس ، رأيك ، بالأكرام ، مشكلة) .

- ١ - لم يعجبني — في تلك (problem) .
- ٢ - — الشعوب العربية للحصول على استقلالها .
- ٣ - — حديدة لكتاب " الاغانى " (edition) .
- ٤ - بعد ان حصل على شهادته — استازا جامعياً ثم اخذ — من مكانة الى مكانة حتى اصبح رئيسا للجامعة .
- ٥ - ما — الكتاب الذي اشتريته امس ؟
- ٦ - — صديقى هذا — سبع سنوات (ago) .
- ٧ - انت — فيما قلته .
- ٨ - — بعض القادة العرب أن — الدول العربية (tried) .
- ٩ - — ذلك الرجل الى المساواة بين الناس في بلاده .
- ١٠ - كان بطرس الهستاني من الذين — الشعر القديم فهما — (understood) .
- ١١ - يعرف العرب — (guest) .
- ١٢ - — تصرف ابنه .

Drill 9. Vocabulary. Written.

From the words in parentheses choose the most appropriate one to fill in the blank in each of the following sentences:

- ١ - يفهم طه حسين الشعر القديم فهما — . (جميلاً ، كثيراً ، عميقاً)
- ٢ - نوال السعداوي — المساواة بين (دعت به ، دعت الى ، الرجال والنساء . دعت) .
- ٣ - قاموا — ثورة في البلاد . (فى ، به ، على)
- ٤ - أسست — جديدة . (طائرة ، منظمة ، عائلة)
- ٥ - تمّ — الزواج بينهما . (عادة ، اخيراً ، احياناً)
- ٦ - سمى شاعر القطر — . (ترحيباً به ، تقديره له ، حباً به)
- ٧ - اخى — طالب فى صفه . (اصغر ، اوضح ، اقلّ)

٨ - من — الحكومة تحسين الاوضاع (مواضيع، اهداف، آراء)

الاقتصادية فى البلاد .

٩ - واخذ — الى ان اصبح رئيسا للوزراء . (ينجح، يترقى، ينتقل)

١٠ - لا يزال الخلاف — بين الأب وابنه . (قديم، قاسما، مساويا)

Drill 10. Written. Vocabulary.

a. Refer back to Lesson 17 for the meaning relationship between Forms I and IV. Then check the dictionary for the related meanings of the following pairs of words and make meaningful sentences out of each pair. Ex.

حضر الحفلة واحضر هدية جميلة معه . 'He came to the party and brought a beautiful gift with him.'

خرج - اخرج

صدر - اصدر

ظهر - اظهر

غضب - اغضب

دخل - ادخل

b. Use the same dictionary procedure to discover the relationship between the following pairs of words, and hence the meaning of the unfamiliar word (the item to the right is the one you already know).

انتج - نتج

ازاع - ذاع

ادهش - دهش

اساء - ساء

انشأ - نشأ

اهدى - بدا

أجلس - جلس

سكت - اسكت

فقد - افقد

فهم - افهم

تم - اتم

عاد - اعاد

رجع - ارجع

علم - اعلم

ضحك - اضحك

مات - أمات

بقى - ابقى

سكن - اسكن

مضى - امضى

جلس - أجلس

أ - الجمل التمهيدية

A. Preparatory sentences

الشعر العربي

Arabic Poetry

- ١ - بدأ الشعر العربي قبل الاسلام ،
وَبَلَغَ مكانة عالية حتى صار
العرب يعتبرونه اجمل
الفنون .

Arabic poetry began before Islam, and it attained such a high position that the Arabs came to consider it the most beautiful of the arts.

alcanzar, lograr, conseguir

to reach, attain; to come to the ears of

بَلَغَ ، بُلُوغٌ

- ٢ - كانت القصيدة قبل الاسلام
تَنَقِّسُ الى مواضيع كثيرة
اهمها الحب والسياسة ووصف
الصحراء والحكم .

The ode, before Islam, was divided into many subjects, of which the most important were love, politics, description of the desert, and wise sayings.

qaṣīda, ode casida, poema

VII to be divided, separated (into)
dividirse en partes, separarse, clasificarse, distribuirse

قَصِيدَةٌ - قَصَائِدُ
إِنْقَسَمَ ، إِنْقِسَامٌ (الى)

- ٣ - إِمْرُؤُ الْقَيْسِ مِنَ الشعراء الذين
عاشوا قبل الاسلام ، وله قصيدة
طويلة تحد من أجمل الشعر
العربي . وقد لُقِّبَ بالملك
الضَّالِّيلَ لانه كان اميرا ترك
مملكة ابيه واخذ يرحل في
الصحراء من مكان الى مكان .

'Imru' al-Qais was one of the poets who lived before Islam. There is a long qaṣīda by him which is considered to be one of the most beautiful Arabic poems. He was given the nickname "The Wandering King" because he was a prince who left his father's kingdom and began to travel around in the desert from place to place.

dar el apodo (ب o a alguien de) llamar (ب o a alguien algo)

II to give s.o. the title, nickname of

[wandering, errant]

prince, emir, commander

لُقِّبَ ، تَلَقَّبَ (ب)

echavado, perdido

أَمِيرٌ - أُمَرَاءُ

- ٤ - انتشر الشعر بين العرب في زمن
الاسلام ، وقد حكى أَنَّ النَّبِيَّ
محمدا سمع قصيدة فقام من
مكانه وألقى عباؤه على الشاعر

Poetry became widespread among the Arabs in the Islamic era. It has been related that the Prophet Muhammad heard a qaṣīda, and then arose from his place and threw his cloak around the poet in admiration of his poem.

إِعْجَابًا بِشَعْرِهِ

نَبِيٍّ - أَنْبِيَاءُ
قَامَ - قِيَامُ
أَلْقَى - إِلْقَاءُ

[عِبَاءَةٌ - ات] عِبَارَةٌ
[أُعْجِبَ ، إِعْجَابٌ - ب]

٥ - وبعد زمن الرُّسُولِ كان لكلِّ
حاكم شاعره ، بل كان بعضهم
الأمراء انفسهم شعراء ، وأَدْخَلَتْ
على الشعر العربي مواضع جديدة .

[رَسُولٌ - رُسُلٌ]
أَدْخَلَ ، إِدْخَالٌ (على)

٦ - كان الشعر العربيّ حتّى نهاية
القرن الثامن عشر غير متأثر
بالشعر الاوربيّ . فلما ازدادت
العلاقات بين دول الغرب والدول
العربيّة ، أُرْسِلَ الطلّابُ فِى
بَعْثَاتٍ علميّة الى اوربّا حَيْثُ
اتَّصَلُوا بِالْحَضَارَةِ الاوربيّة
فبدأ التَّجْدِيدُ فى الشعر العربيّ .

بَعْثَةٌ - بَعْثَاتٌ
حَيْثُ
حَضَارَةٌ - ات
جَدَدٌ - تَجْدِيدٌ

٧ - يرى بعض الادباء أنّ الشعر العربيّ
استفاد من اتّصاله بالشعر الاوربيّ .
يقول أولئك الادباء إنّ الشعر
العربيّ كان يَمُوتُ فى نهاية القرن
الثامن عشر ، وإنّ الشعراء كانوا
يكتبون القصائد فى مواضع
لا تصوّر المجتمع . فالتجديد
إذن انتصارٌ للشعر العربيّ .

(نَبَوِيٌّ = nisba = prophet)

to rise up, arise

IV to cast, throw; to make, deliver (a speech) *achar, arrojar; pronunciar (ou discursar)*
[aba, cloak] *manto, capa de lã ou de seda*
[IV (passive) to admire, be proud of] *admirar, sentir admiração por alguém ou por algo*

After the era of the Messenger, every governor had his poet; indeed some princes were themselves poets. Thus new topics were introduced into Arabic poetry.

enviado, mensajero, apóstol
[messenger; apostle]

IV to introduce, bring in (to)
introduzir (eu), importar

Arabic poetry, until the end of the eighteenth century, was uninfluenced by European poetry. When contacts increased between the countries of the West and the Arab countries, students were sent on academic missions to Europe, where they came in contact with European civilization, and the revival of Arabic poetry began.

delegação, missão, missão de estudantes, profetas, expedição
mission, deputation; foreign study
mission
(relative adverb) where, wherever

civilization; culture / *vida civilizada, sede*

II to renew, restore, revive
renovar, restaurar, rejuvenecer

↓

إذن entonces
se se cansa

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أحمد شوقي

١- أحمد شوقي من أشهر شعراء النهضة الأدبية الحديثة في العالم العربيّ . ولد بمصر في سنة ١٨٦٩ لعائلة غنيّة معروفة . ولما أكمل تعليمه في مصر ذهب في بعثة الى فرنسا حيث درس القانون ، وتمكّن قبل عودته الى مصر من زيارة بريطانيا .

ل ج (صوفي)
حضرة
despectau
renadiuient
nouinient

٢- عين شوقي بعد رجوعه من أوربا موظفاً بالقصر ، وبعد مدة قصيرة صار شاعر القصر .

٣- تنقسم حياة شوقي الأدبية الى قسمين : كان في اولهما متأثراً بوضعه الاجتماعي وثقافته الغربية ووظيفته الرسمية ، وشعره في هذا القسم لا يصوّر حياة الشعب وانما يصوّر حياة القصر وآراء السياسيين وحضارة أوربا . وعلى الرغم من ذلك فقد انتج شيئاً من الشعر التاريخي والديني والوطني . وبسبب شعره الوطني أخرجه الانكليز من مصر بعد قيام الحرب العالمية الاولى .

education
culture
ثقافة

٥- أمّا القسم الثاني فيبدأ بعد رجوع شوقي الى بلاده ؛ توفرت له الحرية فازداد شعره الوطني وصارت قصائده صورة للمجتمع . والوحدة العربية من أهم ما دعا اليه شوقي في هذا القسم من إنتاجه .

٦- وفي القسم الثاني حقق شوقي انتصاراً عظيماً في ميدان التجديد فقد نجح في ادخال الفنّ التمثيليّ على الادب العربيّ وبلغ فيه مكانة عالية .

٧- وقد عدّ شوقي قائداً للنهضة الشعرية ، ولقّب بأُمير الشعراء .

فلما مات في سنة ١٩٣٢ فقد الحرب شاعراً من اعظم شعرائهم^٨ . وعند

موته ألقى الشاعر حافظ إبراهيم الملقّب بشاعر النيل قصيدة تحدّث فيها

عن مكانة شوقي في عالم الشعر .

on the subject of, on

٩- ومن شعر شوقي في المَعْلَم :

Messenger
(Prophet)

كَادَ الْمُعَلِّمُ أَنْ يَكُونَ رَسُولًا

قُمَ لِلْمُعَلِّمِ وَفَّهِ التَّهْجِيلَا

respect
veneration

Note: By poetic convention, التَّهْجِيلَا becomes (alif added to fathā) and رَسُولًا becomes رَسُولَا (loss of nunation) at the end of a line.

أَسْئَلَةٌ

- ١ - ما مكانة شوقي بين شعراء النهضة الادبية الحديثة في العالم العربي؟
- ٢ - اين ولد شوقي ؟ متى ولد ؟
- ٣ - ماذا تعرف عن عائلة شوقي ؟
- ٤ - متى ذهب شوقي الى فرنسا ؟
- ٥ - ماذا درس في فرنسا ؟
- ٦ - ما البلد التي تمكّن من زيارتها قبل عودته الى مصر ؟
- ٧ - ماذا عيّن شوقي بعد عودته من اوربا الى مصر ؟ ماذا اصبح بعد ذلك ؟
- ٨ - الى كم قسم تنقسم حياة شوقي الادبية ؟
- ٩ - بماذا تأثر شوقي في القسم الاول من حياته الادبية ؟
- ١٠ - ماذا يصوّر القسم الاول من حياة شوقي الادبية ؟
- ١١ - ماذا انتج شوقي في القسم الاول من حياته الادبية ؟
- ١٢ - متى اخرج الانكليز شوقي من مصر ؟ لماذا ؟
- ١٣ - صف قصائد شوقي في القسم الثاني من حياته الادبية .
- ١٤ - ما الذي استطاع شوقي تحقيقه في القسم الثاني من حياته الادبية ؟
- ١٥ - إلام دعا شوقي في القسم الثاني من انتاجه الادبي ؟
- ١٦ - متى مات شوقي ؟
- ١٧ - ماذا فعل حافظ إبراهيم عند موت شوقي ؟
- ١٨ - بماذا لقّب حافظ إبراهيم ؟
- ١٩ - ماذا قال شوقي عن المَعْلَم شعرا ؟

1. حَيْثُ 'where'

2. كَأَنَّ 'almost'

3. Conditional sentences with لَوْ أَنَّ ... لَ

1. حَيْثُ 'where'

The relative adverb حَيْثُ 'where' is equivalent in meaning to 'the place in which' or 'the place where', الْمَكَانُ الَّذِي 'the place where', 'and there'; the final vowel 'u' never changes. Illustration:

أُرْسِلَ إِلَى أَوْرَبَا حَيْثُ اتَّصَلَ
بِالْحَضَارَةِ الْأُورَبِيَّةِ .
'He was sent to Europe where he
came in contact with European
culture.'

The clause with حَيْثُ may also be the object of the prepositions مِنْ or إِلَى . The combination مِنْ حَيْثُ is equivalent to مِنَ الْمَكَانِ , and may be translated 'from where, whence, wherefrom, and...from there'; and إِلَى حَيْثُ is equivalent to إِلَى الْمَكَانِ 'to where..., to the place where, and... to that place'. Illustration:

هَلْ رَجَعُوا مِنْ حَيْثُ ذَهَبُوا ؟
'Did they return from where they
had gone?'

يَوَدُّ أَنْ يَرْجِعَ إِلَى حَيْثُ وُلِدَ .
'He wants to return to where he was
born.'

Now do Drill 1.

Drill 1. Combination of sentences using حَيْثُ.

Replace the underlined items with حَيْثُ . Ex.

سافر إلى فرنسا وهناك درس الأدب الفرنسي .
'He went to France and there he studied French literature.'

سافر إلى فرنسا حيث درس الأدب الفرنسي .
'He went to France, where he studied French literature.'

- ١✓ - أرسل في بعثة الى بريطانيا وهناك تأثر بالحضارة الاوربية .
- ٢✓ - رحل النبي محمد الى المدينة ، وهناك صار قائدا سياسيا ودينيا معا .
- ٣✓ - ينتقل الهدوي الى المكان الذي يجد فيه ماء .
- ٤✓ - انتقل جبران خليل جبران الى الولايات المتحدة ، وهناك كتب كتاب " النبي " .
- ٥✓ - وصل الوزير الى المطار ، وهناك استقبله عدد من كبار الموظفين .
- ٦✓ - رجع من مكان لا يعلمه .
- ٧✓ - أقيمت خمس سنوات في واشنطن ، وهناك درست القانون الدولي .
- ٨✓ - درست في جامعة القاهرة ، وهناك صادقت عددا كبيرا من المصريين .
- ٩✓ - درس في سولت ليك سيتي ، وهناك قابل الفتاة التي تزوجها .
- ١٠✓ - سكن في عمان ، وهناك عمل بالتجارة .

2. 'almost' كاد

The verb كَادَ (يَكَادُ) means basically "to be on the point of, to be about to (do s. th.) (would have) almost". It is normally used in either of two ways: (a) with a following أَنَّ-clause or (b) with a following indicative verb, and in either case is usually translated "almost". Examples:

كَادَ أَنْ يَقُولَ نَعَمْ .	'He almost said "yes".'
يَكَادُ أَنْ يَكُونَ سَهْلًا .	'It is almost easy.'
كَدْتُ أَنْ زُورَكُمْ .	'I almost visited you.'
يَكَادُونَ يَصِلُونَ إِلَى الْعَاصِمَةِ .	'They will almost reach the capital.'

Now do Drills 2 (on tape) and 3.

Drill 2. (On tape) Conjugation: كَارَ .

Drill 3. Transformation.

'The man lost his job.'

'The man was about to lose his job, but he didn't.'

أ✓ : فقد الرجل وظيفته .

ط : كاد الرجل أن يفقد وظيفته ولكنه لم يفقدها .

- ١✓ - حصل على شهادة الدكتوراه . ٦✓ - أغضبوا والدهم .
 ٢✓ - حققت المنظمة أهدافها . ٧✓ - وحددوا البلدين .
 ٣✓ - ماتا عند نهاية الحرب الكبرى . ٨✓ - بعثت سيارتي .
 ٤✓ - رفض طلبها . ٩✓ - انتصروا علينا .
 ٥✓ - تزوج الفتاة التي كان يحبها . ١٠✓ - اغضب الطالب استاذة .

3. Conditional sentences with لَوْ أَنَّ... لَ

In the presentation of conditional sentences in L.37.C.4 it was pointed out that the conditional particles must be followed by a verb in the perfect tense; if, however, an equational sentence (which has no verb) is to be made into a condition clause, then an appropriate form of the perfect tense of كَانَ must be inserted after the condition particle (p. 180). Thus:

أَنَا مُسْتَعِدٌّ لِلسَّفَرِ ، إِنْ كَانَ فَرِيدٌ مُسْتَعِدًّا كَذَلِكَ فَلْنَذْهَبْ .	'I'm ready to leave; if Farid is also ready, let's go.'
--	---

كَانَ must also be inserted before a verbal sentence if the verb in that sentence (a) is not in the perfect tense or (b) does not immediately follow after the conditional particle:

إِذَا أَرَدْتَ . إِذَا كُنْتَ تُرِيدُ .	(a) 'Let's go if you wish.'
إِنْ سَافَرَ أَخُوكَ . إِنْ كَانَ أَخُوكَ قَدْ سَافَرَ .	(b) 'Let's go if your brother has left.'

The English translations (a) and (b) above each have two possible Arabic equivalents; both are common, the choice being a matter of style.

The discussion above applies to لَوْ... لَ as well as to إِنْ and إِذَا; When لَوْ is not followed directly by a verb, however, لَوْ أَنَّ... لَ may replace لَوْ كَانَ... لَ ; thus:

لَوْ أَنَّ اللُّغَةَ الْعَرَبِيَّةَ صَعْبَةٌ جَدًّا لَمَا دَرَسْتُهَا .	'If Arabic were very difficult I would not have studied it.'
لَوْ أَنَّهَا عَرَبِيَّةٌ لَتَزَوَّجْتُهَا غَدًا .	'If she were Arab I would marry her tomorrow.'
لَوْ أَنَّ الْأَجَابَةَ وَصَلَتْني مِنْ قَبْلُ لَمَا وَقَعْتُ فِي هَذِهِ الْمَشْكِلَةِ .	'If I had received the answer earlier I would not have fallen into this difficulty.'

Note that, as in the last sentence, the perfect tense after **لَوْ أَنَّ ...** may be translated with an English past perfect even though **قَدْ** is not present.

To complete the picture, it should be pointed out that **لَوْ** used with the imperfect indicative has optative meaning--"if only, would that..." etc. Example:

كَمْ سُرْتُ لَوْ يَعْلَمُ ذَلِكَ .	'How happy I would be if only he knew that!'
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D. Comprehension passages

د - نصوص للفهم

Read the following passage; then do Drill 4. Next read the second passage, and then do Drill 5.

النبي والشعراء

(١)

يعتقد بعض الناس أنَّ النبيَّ محمداً كان لا يحب الشعر وأنه كان
لِذَلِكَ يَقَاوِمُ الشعراءَ . ويعتقد أولئك الناس أنَّ النبيَّ انتصر على
أَعْدَائِهِ ثُمَّ عمل على إقامة دولة بالمعنى الحديث لهذه الكلمة ، وكان
يرى أنَّ الشعر لا يساعد على إقامة دولته ، وإنما يسبب الانقسام بين
العرب ، فمنع الشعر بين المسلمين .
لكنَّ الحق بعيد من ذلك كل البعد : فلو أنَّ النبيَّ قاوم الشعر
لما انتشر الشعر بين المسلمين بعده ، بل في زمنه أيضاً ، ولما وجدنا
رجالا من أعظم المسلمين يحبون الشعر ويسمعون القصائد .

كان الشعر قد بلغ مكانة عالية بين العرب في زمن النبي، وكان
 لقصائد الشعراء تأثير عظيم في نفوس العرب • وساد الشعر السياسي في
 ذلك الوقت المجتمع العربي فاستخدم كما تستخدم الصحف والاذاعة اليوم •
 وكان النبي يعلم هذا كله ، ولكنه كان يعلم أيضا أن الشعر ليس كله
 سياسة ، كذلك كان يعلم أن المسلمين في حاجة الى شعر سياسي يقاومون
 به الأعداء وشعر الأعداء • الحق اذن أن النبي كان يقاوم بعض الشعراء ،
 ولكنه لم يكن مقاوما للشعر نفسه • ألم يكن للنبي ثلاثة شعراء أشهرهم
 حسان بن ثابت الذي لقب بشاعر الرسول ؟

والتاريخ يخبرنا بأن النبي سمع قصيدة كعب بن زهير فأعجبته

aba, cloak

اعجابا جعله يقوم من مكانه ويلقي عباءته على الشاعر •
 وبعد النبي ظهر بين المسلمين عدد كبير من الشعراء منهم جرير
 والفرزدق وأبو نواس وبشار بن برد وأبو العلاء المعري •
 أما في القرن العشرين فقد ظهر عدد من الشعراء أشهرهم أمير
 الشعراء أحمد شوقي وشاعر النيل حافظ ابراهيم •

Drill 4. Written. Multiple choice.

In each item, choose the most appropriate alternative.

- ١ - يرى البعض أن النبي قاوم الشعر
 - أ - لأن الشعر في زمنه كان سياسياً كله •
 - ب - لأن الشعر في زمنه كان لا يصور الحضارة العربية •
 - ج - لأن الشعر في زمنه كان لا يساعد على التعاون •
- ٢ - كان النبي يقاوم
 - أ - الشعر فقط •
 - ب - جميع الشعراء من غير المسلمين •
 - ج - بعض الشعراء السياسيين •

- ٣ - كان للشعر في زمن النبي أهمية عظيمة
- أ - لأنه كان يؤثر في نفوس العرب تأثيرا كبيرا .
- ب - لأن أكثر الشعراء كانوا من عظماء العرب .
- ج - لأن أكثر الشعر كان سياسيا .
- ٤ - كان النبي في حاجة الى شعر
- أ - سياسي .
- ب - اجتماعي .
- ج - تاريخي .
- ٥ - كان للنبي
- أ - شاعر واحد .
- ب - ثلاثة شعراء .
- ج - شعراء كثيرون .
- ٦ - أمير الشعراء هو
- أ - أبو العلاء المعري .
- ب - حافظ ابراهيم .
- ج - أحمد شوقي .

trips, travels, journeys

من رَحَلَاتِ ابْنِ بَطُّوطَةَ

(٢)

كان للشرق منذ زمن طويل أهمية كبيرة في نظر العالم ، وكان
الناس يرحلون اليه لانه مركز الحضارات القديمة والاديان الكبري
كاليهودية والمسيحية والاسلام .

من أشهر الرَّحَالَةِ العرب ابن بطوطة الذي عاش في القرن الرابع عشر الميلادي ،
great travelers,
explorers,
globetrotters

بدأ ابن بطوطة رَحَلَاتِهِ من مكان ولادته طنجة في المغرب ومرّ بالمدينة Tangiers,
North Africa

- The Hejaz الكهري في الجزائر وتونس ثم وصل الى القاهرة وسافر بعدها الى الحجاز،
- India ومن هناك ذهب الى بلاد الشام . ثم سافر الى العراق ومنه الى الهند
- China بلاد الصين .
- nature وصف ابن بطوطة في كتاب مشهور له طبيعة البلدان التي زارها وحضارتها والكثير من عادات الناس فيها . يعد الباحثون هذا الكتاب الذي أصبح مشهورا في الشرق والغرب وترجم الى عدد من اللغات الاجنبية
- Middle Ages travels من أعظم ما كتب في أدب الرحلات في القرون الوسطى .

Drill 5. Written. Questions.

- ١ - بماذا امتاز الشرق في التاريخ القديم ؟
- ٢ - اذكر ثلاثة من أهمّ الاديان التي ظهرت في الشرق .
- ٣ - في أيّ قرن عاش ابن بطوطة ؟
- ٤ - اذكر الاماكن التي زارها او شاهدها .
- ٥ - ما ابعد بلد غير عربيّ وصل اليه ؟
- ٦ - ماذا وصف في كتابه ؟
- ٧ - ما رأي الباحثين في هذا الكتاب ؟

E. General drills

هـ - التمارين العامة

Drill 6. Transformation: Singular → plural.

Give the correct form of the words in parentheses by changing them from the singular to the plural. Give the meaning of each word.

- ١ - أَلْفُ أَحْمَدَ شَوْقِيَّ عِدْدَا كَبِيرَا مِنْ أَلْ (قصيدة) .
- ٢ - المنطقة التي تسمى اليوم بالشرق الأوسط عرفت (رسول) و (نبي) كثيرين .

- ٣ - وصلتني هذا الاسبوع خمس (رسالة) من أهلي وأصدقائي .
- ٤ - استقبل مساعد الوزير ال (مندوبة) العشر في المطار .
- ٥ - قابل المراسل عددا من كبار ال (مسؤول) .
- ٦ - في ميشيغان (مقهى) عربية ، بعضها في آن آربر .
- ٧ - أحبّ ال (أغنية) القومية ، خاصة أغنية " سنرجع " .
- ٨ - الزيت أهم ال (مورد) الاقتصادية في الكويت .
- ٩ - مضى على رجوعه خمسة (يوم) وخمس (ليلة) .
- ١٠ - السدّ العالي من أكبر ال (سدّ) في العالم .
- ١١ - المحافظة على السلام من (هدف) الأمم المتحدة .
- ١٢ - تقدّمت مصر في جميع ال (ميدان) .
- ١٣ - لشركتنا (فرع) في معظم ال (عاصمة) .
- ١٤ - تحيط ال (جبل) بمدينة سولت ليك سيتي .

Drill 7. Use of the Hāl.

- أ - رجع من المدرسة . سائر . ← 'He returned from school.(walking)'
- ط١ - كيف رجع من المدرسة ؟ 'How did he return from school?'
- ط٢ - رجع من المدرسة سائراً . 'He returned from school walking.'
- ١ - خرج من الاجتماع . سعيد . ٥ - ردّ الوزير على السؤال . هو مدهش .
- ٢ - عاش في نيويورك . فقير .
- ٣ - جاء الى الاجتماع . هو مُغضبٌ . ٦ - تكلمت معهم بعد المؤتمر . ضاحك .
- ٤ - تحدّثوا الى والدهم . هم ٧ - سار في الشارع الواسع . يغني .
- ٨ - انتظر امام الباب . هو يفكر . مسرورون .

Drill 8. Use of the cognate accusative.

- كان انتصارهم عظيماً . ← 'Their victory was great.'
- انتصروا انتصاراً عظيماً . 'They won a great victory.'

- ١ - كانت اقامتهم في المسيحي
٢ - كان فهمه للمشكلة عميقا
٣ - كانت اساءتنا اليهم عظيمة
٤ - كان اهتمامهم بنا مشكورا
٥ - كان وصفها للمدينة جميلا
٦ - كان ازدياد عدد الطلاب كبيرا
٧ - كان نومها عميقا
٨ - كانت رغبتهم في النجاح طويلة
٩ - كان احترامنا لرأيك عظيما
١٠ - كان تعاونكم معنا مشكورا
١١ - كانت محاولتهم للتأليف ناجحة

Drill 9. Written. Translation.

1. Ḥassān b. Thābit, who was nicknamed "Poet of the Messenger", composed many poems in which he spoke of the Prophet and the Moslems.

2. I asked my friend, who recently completed his studies for the Ph.D. degree, to send me a copy of his dissertation; he answered saying: "It will give me great pleasure to send you a copy."

3. The prices of American books have increased greatly; as a result (of that) many professors buy the books they need from Europe.

4. Muṣṭafā Kāmil is a famous Egyptian who struggled for the independence of his country. He also called for the Egyptians to cooperate and to help their country.

5. There is no doubt that the United Nations has helped to solve many political problems; nevertheless, some people believe that it has not succeeded in realizing its goals.

6. It is as though the red-colored hotel which stands near the canal commands (controls) the entire area, and its various inhabitants include an engineer, a doctor and two princes.

7. In this far-away place, the local inhabitants were partial to the ugly prince who had (قَدْ) harmed his older brother the King, and they invited Sindbad to follow the same path (road). (سندباد)

Drill 10. Written. Vocabulary.

Substitute for the underlined words the most appropriate item from those in parentheses.

- ١ - انهى تأليف كتابه في اواخر القرن التاسع عشر .
(الربع الثالث من ، نهاية ، بداية)
- ٢ - أنشأت الدولة المصانع في أوائل القرن العشرين .
(النصف الاول من ، بداية ، النصف الثاني من)
- ٣ - كنا في استقبالها عند وصولها .
(بعد ، ساعة ، قبل)
- ٤ - ظهرت أحزاب كثيرة في العالم العربي بعد الحرب العالمية الثانية .
(استمرت ، جرت ، قامت)
- ٥ - سمى حافظ ابراهيم " شاعر النيل " .
(صار ، لقب ، انتخب)
- ٦ - وصلتني رسالة من اخي امس .
(جاءتني ، حضرتني ، ارسلتني)
- ٧ - استمر الاجتماع اربع ساعات .
(دام ، مضى ، تم)
- ٨ - " الايام " من أهم كتب طه حسين .
(اطول ، اعظم ، اوضح)
- ٩ - وهبهم الامير قصرا .
(باعهم ، منحهم ، اقام لهم)
- ١٠ - انهى رسالته في العام الماضي .
(أكمل ، تابع ، أعد)

Drill 11. Written. Vocabulary.

a. Refer back to Lesson 20 for the meaning relationship between Forms II and V, and between III and VI. Then check the dictionary for the related meanings of the following pairs of familiar words and make meaningful sentences out of each pair.

عَلَّمَ - تَعَلَّمَ

حَسَّن - تَحَسَّن

قَدَّمَ - تَقَدَّمَ

أَثَّر - تَأَثَّر

رَاسَلَ - تَرَاوَل

b. Use the same procedure to discover the relationship between the following pairs of words, and hence the meaning of the unfamiliar word (the item to the right is the one you already know).

أَسَّسَ - تَأَسَّسَ	أَجَّلَ - تَأَجَّلَ	تَأَكَّدَ - أَكَّدَ	تَزَوَّجَ - زَوَّجَ
أَلَّفَ - تَأَلَّفَ	جَدَّدَ - تَجَدَّدَ	تَغَيَّرَ - غَيَّرَ	تَرَقَّى - رَقَّى
صَوَّرَ - تَصَوَّرَ	تَأَخَّرَ - أَخَّرَ	تَحَدَّثَ - حَدَّثَ	تَنَاولَ - نَاولَ
قَرَّرَ - تَقَرَّرَ	وَحَّدَ - تَوَحَّدَ	تَكَلَّمَ - كَلَّمَ	تَعَاوَنَ - عَاوَنَ
حَدَّدَ - تَحَدَّدَ	صَادَقَ - تَصَادَقَ	تَمَكَّنَ - مَكَّنَ	تَهَادَلَ - هَادَلَ
عَيَّنَ - تَعَيَّنَ	سَاوَى - تَسَاوَى	تَوَفَّرَ - وَفَّرَ	تَطَوَّرَ - طَوَّرَ
خَرَجَ - تَخَرَّجَ	حَقَّقَ - تَحَقَّقَ		

Drill 12. Verbs and verb-preposition idioms.

Fill in the blanks with the correct verb or verb-preposition idiom provided. Be sure to insert the preposition in the right place.

- ١ - — مندوبو المؤتمر ورحبوا بوزير الخارجية (قام ، قام به) .
- ٢ - — الفتاة أعضاء الحزب الفهم الكامل لوضع المرأة الصعب (دعت ، دعت الى) .
- ٣ - — قائد الثورة بالموت (حُكِمَ ، حُكِمَ على) .
- ٤ - — المدينة وهناك اتصلت باصدقائي (حضرت ، حضرت الى) .
- ٥ - — الاب وجه حبيب بنته وهو لا يعرف ماذا يقول (نظر ، نظرفي) .

- ٦ - — الباحث طويلا كتب قديمة يستفيد منها في كتابته (بحث
بحث عن) •
- ٧ - — النساء محاضرة عن مَيَّ زيادة (حضرت ، حضرت الى) •
- ٨ - — رئيس الحزب الوطني واجبه القومي وقاوم الملك (قام ،
قام به) •
- ٩ - — عندما نجحت المقاومة — رئيس الحزب البلد (حكم ، حكم على) •
- ١٠ - — تحسين الوضع الاجتماعي والاقتصادي في بلاده (عمل ، عمل على) •
- ١١ - — و — في ذلك المصنع نفسه حتى مات (عمل ، عمل على) •
- ١٢ - — بعيدا وأخذ يفكر في مشكلاته الكثيرة (نظر ، نظر في) •
- ١٣ - — ها ملك الحب مكانه العالي (دعا ، دعا الى) •
- ١٤ - — الوالدان — ابنيهما الى العاصمة لزيارة طبيب القلب (ذهبا ،
ذهبا به) •
- ١٥ - — البنات الى العاصمة معهم (ذهبت ، ذهبت به) •

أ - الجمل التمهيديّة

جمل متفرقة

- ١ - لم نشتر حتى الآن تذاكر السفر
للذهاب الى فرنسا .

تَذَكُّرَة - تَذَاكِرُ

- ٢ - اجتمع وزراء خارجية فرنسا
وبريطانيا لبحث المواضيع
التي تهم البلدين .

هَمَّ - هَمَّ ، هَمَّ

- ٣ - عندما بدأ رئيس الجمهورية
مؤتمره الصحفي وَقَفَ الناس
احتراما له .

وَقَفَ ، يَقِفُ ، وَقُوفٌ

- ٤ - لم تُعْطَ المرأة العربية جميع
حقوقها بَعْدُ .

أَعْطَى ، إِعْطَاءٌ
لَمْ ... بَعْدُ .

- ٥ - ألف كثير من الادباء العرب
والمستشرقين كتباً كثيرة
حول تفسير القرآن .

فَسَّرَ ، تَفْسِيرٌ

↑
explicar
comentar

A. Preparatory sentences

Miscellaneous Sentences

diversas, variadas frases
miscelánea de frases

- Up to now we have not bought travel
tickets to go to France.

ticket figure, billet, boleto, entrada

- The foreign ministers of France and
Great Britain met to discuss the sub-
jects that concern the two countries.

interesar (to a alguien); importar (a alguien)

to interest, concern, be of im-
portance or concern to

- When the president began his press
conference the people stood up out
of respect for him.

aparear, estar parado
pararse, estar parado
ponerse en pie, estar de pie
to come to a stop, stop; to
stand up, rise to one's feet
mantenerse
erguista

- The Arab woman has not been given
all her rights yet.

IV to give (s.o.) (s.th.)

not yet, still...not

- Many Arab writers and orientalists
have written many books about com-
mentaries on the Koran.

II to explain, expound, in-
terpret, comment onexplicar, interpretar, comentar,
aclarar

٦ - ماذا يَنْفَعُ الإنسان لو رَبِحَ
نُقُودَ العالم كلها وخَسِرَ
أَصْدِقَاءَهُ .

What would it benefit a person were
he to gain all the money in the world
and lose his friends?

ganar (- algo de algo)
ganar (ganar)
prosperar
to gain, profit (from); to win

[cash, money; coins] dinero contante
efectivo; pl. dineros
to lose

What a big-hearted man he is!

رَبِحَ - رِبَحَ (من)
[نَقْدٌ - نُقُودٌ]
خَسِرَ - خَسَارَةٌ

٧ - يَا لَهُ مِنْ رَجُلٍ كَبِيرِ الْقَلْبِ .

What a...he is!

what a...he is!
¡qué... es! ¡vaya...!

يا لَهُ مِنْ ...
¡qué hombre!
¡vaya hombre!

٨ - مَا أَعْجَبَ إِنْسَانًا لَا يَحْتَرِمُ مَنْ
يَحْتَرِمُونَهُ وَلَا يُحِبُّ مَنْ يُحِبُّونَهُ .

How strange is the person who does
not respect those who respect him
and who does not like those who like
him.

how (strange) is...

مَا (أَعْجَبَ)

٩ - سَوْفَ اتَّعَاوَنُ مَعَكَ كُلَّ اتَّعَاوَنٍ
إِذَا شِئْتَ ذَلِكَ .

I will cooperate with you fully if
you so wish.

to wish, want; will

شَاءَ - مَشِئَةٌ

١٠ - قَالَتْ لَهُ إِنَّهَا تَحِبُّهُ وَلَكِنَّهُ
لَمْ يُصَدِّقْهَا .

She said that she loved him but he
did not believe her.

II to give credence to, believe
(s.o. to be telling the truth
or s.th. to be true)

صَدَّقَ - تَصَدَّقَ

١١ - مِنْ الصَّعْبِ أَنْ نَجِدَ مَكَانًا لِلْجُلُوسِ
فِي هَذَا الْمَطْعَمِ عِنْدَ الظُّهْرِ .

It is hard to find a place to sit in
this restaurant at noon.

to sit, sit down

جَلَسَ - جُلُوسٌ

١٢ - سَمِعْتُ أَنَّ الْمَصَانِعَ قَلِيلَةٌ فِي
مِصْرَ . بِالْعَكْسِ هُنَاكَ مَصَانِعُ
كَثِيرَةٌ فِي مِصْرَ .

I heard that there are few factories
in Egypt. On the contrary, there are
many factories in Egypt.

on the contrary

Al contrario

بِالْعَكْسِ

١٣ - قال إنه لم يقابل مطلقاً
فتاة أجمل من الأنسة سهير.

مطلقاً

He said that absolutely he had not
met any girl prettier than Miss Suhayr.

absolutamente; (con negación) en absoluto

absolutely, without exception;
(after neg.) at all

١٤ - أحبته كماخ لي وأخلصت له
كلّ الاخلاص، والعجيب أنه لا
يحبني كما أحبه ولم يخلص
لي كما اخلصت له .

عجيب - ون

I liked him like a brother of mine
("my own") and I was completely sin-
cere with him, but the strange thing
is that he did not like me as I liked
him nor was he sincere with me as I
was with him.

strange, odd

ب - النص الاساسي

a play

تمثيلية *representation theatrical*

امام شاك التذاكر

لتوفيق الحكيم

somewhat

هي : سيدي ! تريد ؟
هو : لا شيء يا آنسة ! اشكرك !
هي : لا شيء ! ؟ ...
هو : لا شيء
هي : لا شيء مطلقاً ؟
هو : لا شيء مطلقاً ! ايدعشك ذلك يا آنسة ؟ ...
هي : بعض الشيء يا سيدي ! الا تطلب شيئاً ؟ ...
هو : وماذا تريد ان اطلب ؟ ؟
هي : اطلب ... محلاً مثلاً ! ...
هو : ليس لديك محل !
هي : ليس لدي ؟ ! ...
هو : نعم ! ... ليس لديك ! ...

- كيف تعرف ذلك ؟ ! : هي
- اعرف ذلك حَقَّ الْمَعْرِفَةِ وانا متأكد من ذلك : هو I know...very well
- نعم ! : هي
- لا ! : هو
- نعم نعم : هي
- لا ! لا ! صدقيني انا : هو
- كيف اصدقك يا سيدي ، وامامي لَوْحَةً المحلات ؟ : هي table, chart
tableau, cuadro, tableau
- لا تهمني لوحة المحلات ! انى اقول لك ليس لديك محل ! : هو
- وانت متأكدة من وجوده فَلَنَتَرَاهُنَّ ! وهذه هي مئة فرانك .. franc : let's make a bet!
- انا متأكدة انك ستخسر نُقُودَكَ ! : هي money
- بالعكس وسوف ترين ! : هو
- هذا عجيب ! : هي
- لا محل لِلْعَجَبِ ! انا متأكد انه ليس لديك محل خَالٍ .. كلّ empty, vacant : amazement, surprise
- امرأة جميلة ليس لديها محل خَالٍ في قلبها ! افهمت ؟ : هي
- هذه دُعَاةٌ ظَرِيفَةٌ !! : هي joke, jest
broma
jovialidad
- اعندك حتى مكان للوقوف ؟ : هو
- يا لها من دُعَاةٍ ! : هي
- نعم انها دُعَاةٌ ! ولكن اجيبي : اعندك ام لا ؟ : هو
- مكان للوقوف ؟ ! في قلبى ! ؟ (تضحك) ما اعجب ذلك ! : هي
- ليس لديك ! الم اقل لك ذلك من قبل ؟ لقد كنت اذن : هو
- على حق واننى على ذَلِكَ الرايح ! : therefore
- بالعكس ! لم تريح يا سيدي ! : هي
- كيف ! : هو
- لست انت الرايح ! انت تطلب مكانا للوقوف في آخِرِ الصُّفُوفِ ! : هي rows
- أليس كذلك !

- هو : نعم ! ...
- هى : حسنا ...عندي طلبك! ...عندى محلّ! ...محلّ واحدبقي لِحَسَنِ الحَظِّ fortunately
- ... فما رأيك ؟ ...
- هو : مكان للوقوف فى آخر الصفوف ؟ ... كيف ذلك ؟ ... rows
- هى : الست انت الذي طلبت ؟ ... وَمَعَ ذَلِكَ ليس هذا صعب التفسير ... in spite of that
- أفهمت ؟ ...
- هو : لا ... لم أفهم
- هى : إنّ هذا المحلّ يا سيّدى يعطيك الحقّ فى الحضور هنا متى شئت : whenever
- تراني وتتحدّث اليّ ... وانت امام شبّاك التذاكر ... واقف
- كما انت . الآن ! ...
- هو : بِغَيْرِ جُلُوسٍ ؟ ... without
- هى : لا جلوس ، ترانى وانت واقف ... هذا هو المحلّ ! ...
- هو : اهذا كلّ شيء ؟ ...
- هى : كل شيء ... والآن قد اتّفقنا ... وبذلك فقد ربحت ... وهذا
- حقّ ! ... وانى اضع المئة فرانك فى جِيبِي . pocket
- هو : اذن قد خسرت انا المئة فرانك ! ... ولم اجىء هنا إلا
- لاخسرها ...
- هى : (ضاحكة) ولكنك ربحت الوقوف فى آخر الصفوف ! ...
- هو : كَفَى يا سيّدى ! ... ليس من السهل الدّعاية معك ! ... وَداعاً ! farewell! that's enough!
- يا آنسة !
- هى : (ضاحكة) وَداعاً يا سيّدى ! ...

This is an adaptation of Tawfīq Al-Hakīm's one-act play "At the Ticket Window".

Al-Hakīm (born 1902) is one of Egypt's leading dramatists, novelists and essayists. A great number of his works have been translated into French, English and other European languages.

1. Adjectival verbs: ما أَجْمَلُهَا

1. Adjectival verbs: ما أَجْمَلُهَا

The sentence

'How strange that is!' ما أَعْجَبَ ذَلِكَ!

illustrates a common construction. It consists basically of three elements:

(1) the word ما , (2) a Form IV verb derived from an adjective, always 3 m.s. perfect, and (3) a pronoun suffix or a noun in the accusative. The usual English equivalent is "How (adjective) (subject) is/are...!" Since these verbs are derived from adjectives, many of them not otherwise existing as verbs, they are called adjectival verbs. Further examples:

ما أَجْمَلُ هَذِهِ الْمَدِينَةَ !	'How beautiful this city is!' ✓
ما أَجْمَلُهَا !	'How beautiful she is!' ✓
ما أَصْعَبَ هَذَا الدَّرْسَ الْآخِرَ !	'How difficult this last lesson is!' ✓
ما أُطَوِّلَنِي !	'How tall I am!' ✓

Now do Drill 1.

Drill 1. Transformation: Adjective → verbal adjective.

'The new lesson is easy.'

'How easy the new lesson is!'

- | | |
|-------------------------|--------------------------------|
| ٦ ✓ - هي عظيمة . | الدرس الجديد سهل ✓ |
| ٧ ✓ - بلادكم غنيّة . | ما أسهل الدرس الجديد . |
| ٨ ✓ - أنا قصير . | ١ ✓ - أهنّته جميلة . |
| ٩ ✓ - نبيل قويّ . | ٢ ✓ - هذه الجملة صعبة . |
| ١٠ ✓ - هذا الجبل عال . | ٣ ✓ - هو قبيح . |
| ١١ ✓ - هذا الشيك كبير . | ٤ ✓ - قصيدتك طويلة . |
| | ٥ ✓ - فهمه للشعر القديم عميق . |

D. Comprehension passages

د - نصوص للفهم

Read the following passage and then do Drill 2.

Next read the second passage and then do Drill 3.

جُحَا *

(١)

Turks جُحَا رجل غير معروف الأصل تاريخيا . فالأتراك يقولون انه تركيَّ origin
Iranians والایرانیون يقولون انه ایراني والعرب يقولون انه عربيَّ اسمه ابو
Kufa الغصن من سكان الكوفة في العراق . والناس جميعا في الشرق الاوسط
funny وشمال افريقيا يخبرون عنه قصصا طريفة . وعلى الرغم من عدم معرفتنا
represents أصله التاريخيَّ فانه رجل مسلم يُمثِّلُ الى حد بعيد شيئا عن حياة الناس
وعاداتهم .

وهناك قصص طريفة كثيرة ليس لها علاقة بالعرب او بجحا ولكن
الناس يقولون انها جرت مع جحا .

mythical لهذه الاسباب اصبح جحا اليوم رجلا أسطورياً عند مختلف شعوب
الشرق الاوسط وشمال افريقيا .
والقصة التالية هي واحدة من القصص الطريفة الكثيرة التي حكيت
عن جحا .

donkey جاء صديق الى جحا يطلب منه جِمَارَهُ ليستخدمه في سفر قصير قاشلا
انه سيعود بِالْجِمَارِ في المساء . فقال جحا لصديقه : " لا استطيع اجابة
طلبك لأن الجِمَارَ ليس هنا اليوم " . ولم يكمل جحا كلامه حَتَّى بدأ الجِمَارُ scarcely
يَنْهَقُ في الخارج . فقال صديقه : " انى اسمع جِمَارَكَ يا جحا . جِمَارُكَ when
يَنْهَقُ ! " فقال له جحا : " عجيب أَمْرُكَ يا صديقي ! أتصدّق الحمار ولا brays
you: see (1) below
تصدّقنى " ! ؟ .

*This passage is adapted from The Essentials of Arabic By Anis Frayha,
pp. 86-87.

(1) عَجِيبٌ أَمْرُكَ means literally "Strange is your matter." The noun أَمْرٌ 'matter, thing, business' is often used with a pronoun suffix as a paraphrase for the independent pronoun; thus, هُوَ = أَمْرُهُ , أَنْتَ = أَمْرُكَ , etc. In this sentence the predicate عَجِيبٌ is placed before the subject أَمْرُكَ for emphasis; the force of this sentence, then, is "How strange you are!"

Drill 2. Written. Questions on reading passage.

أسئلة

- ١ - من هو جحا ؟
- ٢ - ما دين جحا ؟
- ٣ - في أي منطقة يتحدث الناس عن جحا ؟
- ٤ - هل يتحدث الناس عن جحا في المغرب ؟
- ٥ - ماذا طلب صديق جحا منه ؟
- ٦ - أين كان الحمار ؟
- ٧ - كيف عرف صديق جحا ان الحمار في الخارج ؟
- ٨ - ما رأيك بجحا ؟
- ٩ - هل في بلدك رجل تاريخي مثل جحا ؟
- ١٠ - أخبرنا شيئا عنه ؟

O my dear son

لأحمد أمين

أَيُّ بُنَيَّ :

- انك الآن تدرس في إنكلترا بعد ان أكملت دراستك في مصر والذين
England
(various) types, kinds درسوا قبلك في أوروبا أشكال ...
- فمنهم من شعر بأن حريته في مصر كانت مفقودة ، فرآها في أوروبا
felt
pleasure, fun متوفرة ... فأنغمس في ... اللّه ... became immersed
- ومن الدارسين في أوروبا من كانوا على العكس من ذلك وهم أقل
in con-
trast with عددا . هؤلاء اقبلوا على دروسهم باذلين أعظم الجهود ، ولم يعرفوا غير
بيوتهم وكتبهم وجامعاتهم وطريقهم من البيت الى الجامعة ... وظلّوا
يعملون ... حتى حصلوا على شهاداتهم العالية ... ثم عادوا الى بلادهم
يحملون شهاداتهم ويعملون فيما طلب منهم أن يعملوا ...
- وهناك طائفة ثالثة هي التي تعجني وهي التي احب ان تسير على
behave like
character,
morals مَنهجها . هؤلاء ... فهموا انهم انما سافروا ليدرسوا علما ويدرسوا خُلُقًا
group ... يتعلمون هذه الدروس من الحياة الاجتماعية في الجامعة ومن الحياة
العائلية في البيت ، ومن الزيارات ... والحفلات ...
- كل هؤلاء يا بُنَيَّ قد رأيت نماذج منهم ... فليكن سفرك أنت للمعرفة
models,
examples of
God will give you success improvement
betterment والعلم وعودتك للإصلاح والنفع والله يُوفِّقُكَ .

*This is a revised selection from Ahmad Amin's "To My Son" الى ولدي " pp. 17-27. For the use of أَيُّ see L.44.C.1, p. 288.

أسئلة :

Drill 3. Written. Questions.

- ١ - أين درس الابن ؟
- ٢ - الى كم قسم ينقسم الدارسون في أوروبا في رأي المؤلف ؟
- ٣ - ماذا تعرف عن القسم الاول ؟

- ٤ - ماذا تعرف عن القسم الثانى ؟
- ٥ - ماذا تعرف عن القسم الثالث ؟
- ٦ - أى قسم من هذه الاقسام يفضل المؤلف ؟
- ٧ - هل تتفق مع المؤلف فى الرأي ؟ لماذا ؟
- ٨ - ما رأيك بالطلاب الاجانب الذين يدرسون فى أمريكا ؟

E. General drills.

هـ - التمارين العامة

Drill 4. Use of comparative and superlative.

Fill in the blanks with the proper form of the adjective given in brackets:

- ١ - هذا الشارع — من ذلك الشارع . (واسع)
- ٢ - هى — منه فهما للشعر العربى القديم . (عميق)
- ٣ - الميسبى — من الامازون . (طويل)
- ٤ - أختى — من أختك . (قصير)
- ٥ - نَهِيلٌ أخى — . (كبير)
- ٦ - سَلَوَى — بناته . (صغير)
- ٧ - المملكة العربية السعودية — البلدان العربية (كثير)
انتاجا للزيت .
- ٨ - ترجمة القرآن هذه — من تلك الترجمة . (واضح)
- ٩ - جبال " روكى " — من جبال " سموكى " . (عال)
- ١٠ - لندن عاصمة بريطانيا — . (عظيم)
- ١١ - اجتمعت بعد الحرب العالمية الثانية بعض الدول
— وعدد من الدول — فى مدينة سان
فرانيسكو لتأسيس منظمة الامم المتحدة . (كبير ، صغير)

Drill 5. Written. Completion.

Active	Passive	Active participle	Passive participle	Verbal noun
رفضت	يهدى			
يذيع	لقّبوا			
جدّد	يعطي			
يسرّ	فهم			
اشترى	يحاط به			
يلقى	يوجد			

Drill 6. Written. Translation.

1. The disagreement between the father and his son over the subject of the son's marriage became very intense.
2. There is no doubt that the newspapers here are totally different from our newspapers.
3. The first thing I did last night was to send a letter to my parents, in which I informed them of my new address.
4. Among those who taught her was a well-known French professor who helped her understand French literature and culture.

5. At the beginning of this week she received a letter saying that her brother-in-law had died.

Drill 7. Written. Vocabulary.

Fill in the blanks with the appropriate word from the following

list:

- (تحيط ، تحسّنت ، رفضت ، حضارة ، الخلاف ، عاشت ، مضى ، تَلِدَ ، عالية ،
على حق ، حول ، فَقَدَ ، بأمير ، حينَ ، كليّة ، اشتدّ ، جبال ، لُقّب ،
ظهرت ، أساء ، حيّ ، قائمة ، من قاوموه)
- ١ - _____ على زواجها خمسة اعوام قبل ان _____
(gave birth)
- ٢ - _____ احمد شوقي _____ الشعراء .
(prince)
- ٣ - هل انتصر صلاح الدين على _____ ؟
- ٤ - _____ والديه وهو في السابعة من عمره .
- ٥ - _____ بين الزوج وزوجته _____ مشكلاتهما العائلية
(concerning) (disagreement)
- ٦ - درست الادب الفرنسي في _____ الاداب في الجامعة اللبنانية .
- ٧ - كان العرب قبل الاسلام اهل _____ قبل ان يكونوا اهل حرب .
- ٨ - _____ الى والده دون ان يعرف انه فعل ذلك .
- ٩ - كانت _____ عندما _____ الزواج منه .
(right)
- ١٠ - _____ في لبنان احزاب كثيرة في النصف الثاني من القرن الحالى .
- ١١ - _____ الاوضاع في هذا البلد نتيجة لجهود المخلصين من ابنائه .
(improved)
- ١٢ - كنت ادرس في جامعة هارفرد _____ قابلتها .
- ١٣ - _____ بهذه المدينة _____ عالية .
(mountains)

Drill 8. Vocabulary.

Give the antonyms of the following words or expressions.

عاش	ذهب	جميل
المستقبل	شمال	كثير
اشترى	غرب	صغير
اتَّفقا	سيّء	طويل
خسر	نهاية	قريب
وقف	قَبْلَ	اعطى
قديمًا	فقير	داخل
حرب	جاء	قَبْلَ
سهل	من قَبْلُ	عدم الانحياز
عام	اسود	امام

Drill 9. Written. Dictionary drill.

Look up the following words in the dictionary; indicate the root and the meaning of each word.

يتقصّون	مجايلات	استثقال
عزّ	معتنق	مناورات
مناشير	سخاء	دحرج
تأويل	اشتقاق	راض
تفاؤل	انقلاب	مودّة

Drill 10. Vocabulary. Verb-preposition idioms.

Fill in the blank with the preposition usually associated with the verb, if any, from the following:

بـ ، الى ، فى ، على ، عن ، من

- ١ - يرغب الاديب العربى — ان تقوم نهضة فكرية فى مجتمعه .
- ٢ - يهتم قائد المقاومة — الثورة الشعبية .
- ٣ - يعتمد السلام العالمى — تصرف الدول الكبرى .
- ٤ - ان الامة العربية بحاجة — الوحدة .
- ٥ - رأت — الهنت أباها الصغير حاملا الكرسى الى الطاولة .
- ٦ - تحيط جبال خضراء — هذه المدينة الجميلة .
- ٧ - احتفل اهل القرية كلهم — زواج اخى الكبير .
- ٨ - تقدم العامل — طلب للعمل الى المكتب الادارى للمصنع .
- ٩ - يمتاز لبنان — جباله العالية .
- ١٠ - حكى — الجاحظ انه قبيح الوجه واسع العينين .
- ١١ - لقّب الشعب العربى أمّ كلثوم — "كوكب الشرق"
- ١٢ - أساء — الاستاذ عندما اخرجنى من الصف .
- ١٣ - انحاز أهل البلد — الوزير فى خلافه مع الامير .

star

Drill 11. Written. Translation.

The American Ambassador in Lebanon

سفير

The new American Ambassador arrived in the Lebanese capital last night to present his credentials to the president of the Republic. This morning ^{أوراق اعتمادي} at ten o'clock the Ambassador went to the presidential palace to meet the President, and on his arrival he was met in front of the palace by the Minister of Foreign Affairs and a number of state officials. Then the Ambassador met with the President, and presented his credentials in an official ceremony,

during which the Ambassador encountered the warmest of welcomes. The Ambassador remained at the presidential palace for a period of two hours, after which he returned to the American Embassy.

سَفَارَة

The new Ambassador had served his country as a senior official of the U.S. State Department for a period of ten years before his appointment as Ambassador to Lebanon.

خَدَمَ

Drill 12. Written. Vocabulary.

- a. Refer back to Lesson 24 for the meaning of Form X. Then check the dictionary for the related meanings of the following pairs of words. (The familiar word is underlined.)

وقف - استوقف	خرج - استخرج	خدم - استخدم
عاد - استعاد	حمل - استحمل	مر - استمر
رجع - استرجع	انتج - استنتج	أعد - استعد
مات - استمات	افاد - استفاد	عمل - استعمل
بقي - استبقي	خسر - استخسر	فهم - استفهم
دل - استدل	علم - استعلم	دعا - استدعى
	رد - استرد	

- b. Refer back to Lesson 21 for the meaning of Form VII. Then check the dictionary for the related meanings of the following pairs of words.

عقد - انعقد	قطع - انقطع
قسم - انقسم	صرف - انصرف
فصل - انفصل	قضى - انقضى

(Familiar words are underlined.)

c. Refer back to Lesson 21 for the meaning of Form VIII. Then check the dictionary for the related meanings of the following pairs of words:

<u>شدّ</u> - <u>اشتدّ</u>	<u>نشر</u> - <u>انتشر</u>
<u>زاد</u> - <u>ازداد</u>	<u>فقد</u> - <u>افتقد</u>
<u>وصل</u> - <u>اتصل</u>	<u>ربط</u> - <u>ارتبط</u>
<u>هم</u> - <u>اهتم</u>	<u>لقي</u> - <u>التقى</u>
	<u>تبع</u> - <u>اتبع</u>

أ - الجمل التمهيديّة

أحمد وكريمة

A. Preparatory sentences

Ahmad and Karima

اتَّفَقَ (Estable acuerdo / Pouvoir de acuerdo) (على) (صلة)

- ١ - تَعَرَّفَ أحمد على كريمة في الجامعة
ثمَّ احبَّها واحبته فتَّفَقا على أن لا
يسمحا لأى شيء بالتفريق بينهما .
- 1 // Ahmad and Karima met at the university
and he fell in love with her and she
fell in love with him. They agreed
that they would let nothing separate
them.

[تَعَرَّفَ ، تَعَرَّفَ على]

فَرَّقَ ، تَفَرَّقَ ، تَفَرَّقَ

[V to become acquainted with (s.o.)]
(Ugana) conocer; haber conocido; familiarizarse

II to separate, divide, disperse

(~~separar~~ sembrar la discordia بين)

- ٢ - وبعد حب دام ثلاثة أعوام تزوجا
وقرَّر كل منهما أن يبذل كل
الجهد لإسعاد الآخر .
- 2 // After a love which lasted three years
they got married and each one decided
to do his or her utmost to make the
other one happy.

أَسْعَدَ ، إِسْعَادُ

IV to make (s.o.) happy

- ٣ - سرَّ الاهل والاصدقاء والأصحاب
بزواجهما سرورا كبيرا .
- 3 // Their families and friends were very
happy over their marriage.

صاحب - أصحاب

friend, comrade amigo, compañero,
camarada

- ٤ - عمل احمد بجهد عظيم في وظيفته
فترقى وحصل على كثير من المال
فقدره رئيس الشركة التي كان
يعمل فيها كل التقدير .
- 4 // Ahmad worked very hard at his job and
was promoted and acquired a lot of
money, and he was highly regarded by
the president of the company in which
he worked.

مال - أموال

money, property, wealth
bienes, riqueza, propiedad, renta
dinero, capital

- ٥ - وبعدئذ اخذ احمد يهتم بوظيفته
أكثر من اهتمامه بزوجه حتى
جعل نفسه ملكاً لتلك الوظيفة .
- 5 // Then Ahmad began to concern himself
with his position more than with his
wife, to the point that he made himself
the property of that position.

بعْدَئِذْ

then, after that, afterwards

después, luego

مَلِكٌ - أَمْلَاكٌ

property, possessions

٦ - لم يسعد كريمة المال الكثير الذي كان يحصل عليه احمد لأنها لم تكن ترى في الدنيا الا بيتها " الجميل " لمدة اربع وعشرين ساعة في اليوم ولم يكن لديها ولد تسر به .

The large sum of money that Ahmad was earning did not make Karima happy because she saw nothing of the world except her "beautiful" house for twenty-four hours a day. Nor did she have a child in whom she might take pleasure.

دُنْيَا mundo, tierra, universo, (f.) world; this world (as opposed to 'the hereafter'),
de este mundo, siglo, worldly existence
vida terrenal, cosas
de este mundo

(nisba of دُنْيَا) worldly, secular, temporal

دُنْيَاوِي ، دُنْيَاوِي

٧ - صَبَرَتْ كريمة طويلا وسَكَتَتْ على ذلك الوضع .

Karima bore that situation patiently for a long time and said nothing.

ser paciente, abstenerse (de); tolerar
pacientemente (also)
to be patient, forbearing (over s.th.); to endure (s.th.)

صَبَرَ - ، صَبَرَ (على)
سَكَتَ - سَكَتَ (عن)

to fall silent, say nothing (about)
callar, callarse; pasar en silencio (عنه)
no responder (عنه); no expresar una opinión

٨ - تحدثت مع زوجها بالموضوع قائلة ان المال فقط لايسعدها لكنه غَضِبَ غَضِبًا عظيمًا وقال لها إنها لا تقدر كل ما يقوم به من عمل لاسعادها .

She spoke with her husband about the subject, saying that money alone did not make her happy. But he became greatly angered and said to her that she did not appreciate all the work he was doing to make her happy.

غَضِبَ - ، غَضِبَ

to become angry
enfadarse, indignarse
estar enfadado

٩ - وبعد انقضاء خمسة اعوام على زواجهما عرف الزوجان انهما وَقَعَا في مشكلة صعبة .

After the passage of five years of their marriage the couple realized that they had fallen into a difficult problem.

estar formado, vencer (plazo)
pasar (tiempo) (عنه)
VII to elapse, go by, pass (with على : 'over, by')

انْقَضَى ، انْقَضَى
وَقَعَ ، يَقَعُ ، وَقَعَ

to fall, fall down; to come to pass, take place, happen; to be located, situated, lie

١٠ - طلبت كريمة من احمد الطلاق فرفض ان يَطْلُقَهَا .

Karima asked Ahmad for a divorce, but he refused to divorce her.

achazarse

طَلَّقَ ، طَلَّقَ

II to divorce *dar un li brevad (o), desdoblir (o), repudiar (ها), pronunciar sentencia de divorcio (على)*
طلاق *repudio, divorcio*

١١ - تركت كريمة بيت زوجها
 وذهبت الى بيت ابيها • عِنْدَئِذٍ
 شَعَرَ احمد بانه لا مَعْنَى
 لحياته بدون زوجته وحبيبته
 كريمة • وعلى الرغم من ان
 القاضي حكم بينهما بالتفريق
 فقد رجعت كريمة الى زوجها
 وحبيبها احمد وعاشا معا
 سعيدين •

Karima left her husband's house and
 went to her father's house. At that point
 Ahmad felt that there was no meaning
 to his life without his wife and sweet-
 heart Karima, and in spite of the fact
 that the judge had ruled in favor of
 separation between them Karima returned
 to her husband and sweetheart Ahmad
 and they lived together happily.

عِنْدَئِذٍ
 شَعَرَ شُعُورٌ (ب)
 قاضٍ - قُضَاةٌ

at that time, then, at that point
 to feel, perceive, sense (s.th.)
 judge قاضٍ, magistrado, cadí

ب - النص الاساسي

قصة من كتاب الف ليلة وليلة

slave-girl, maiden

هارون الرشيد وجعفر والجارية

الليلة التاسعة والعشرون بعد الثلاثمائة

Shahrazad

وحكت شهرزاد للملك فقالت:

Caliph

✓ " يحكى ان جعفر الهرمكي كان في قصر الخليفة هارون الرشيد
 ليلة فقال له الرشيد بلغني انك اشتريت سلامة الجارية السمراء اللون
 السوداء العينين وانا احبها واطلبها منك منذ مدة طويلة فبعها

Commander of
 the Faithful

لى • فقال جعفر : لا ابيعها يا أمير المؤمنين • فقال : هبها لى

thrice
 divorced
 repudiada
 divorada

فقال : لا اهبها • فقال الرشيد : زوجتي زبيدة طالق ثلاثة (1) ان لم

تبعها او تهبها لى • قال جعفر : زوجتي طالق ثلاثة ان بعته او

وهبتها لك • ثم عرفا انهما وقعا في مشكلة كبيرة ما استطاعا حلها •

فأرسل الرشيد يطلب القاضي ابا يوسف ليساعدهما على حل هذه المشكلة •

// جاء القاضي أبو يوسف مسرعاً . فلما وصل الى القصر رحب به

الرشيذ وقال له : ما طلبناك فى هذا الوقت إلا لامر هام هو كذا وكذا
لم نستطع حله . فقال : يا امير المؤمنين إن هذا الامر اسهل مما
يكون . ثم قال : يا جعفر بع لأمير المؤمنين نصف الجارية وهب لـ
نصفها فتبرأ من يمينك بالطلاق . فأعجب أمير المؤمنين بذلك وفعل
هو وجعفر ما طلبه القاضي ثم قال الرشيذ : أحضروا الجارية ففى
هذا الوقت .

you will
be freed
of your
oath

// ولما أحضروا الجارية قال الرشيذ للقاضي : اريد ان تزوجهـا

فى هذا الوقت فاننى لا استطيع الصبر حتى تنقضى مدة الإستبراء فقال
القاضى ابو يوسف : أحضروا لى مملوكاً من ممالك أمير المؤمنين
فأزوجهـا ثم يطلقها قبل ان يدخل عليها فيحل زواجها بعدئذ من
امير المؤمنين . (2)

probation
(Islamic law)
period of probation
he is not
allowed to

mamluke

so that
I can
marry her
to him

فأعجب الرشيذ بهذا الحل وطلب إحضار المملوك فلما حضر قال
للقاضى زوجه من الجارية ففعل . ثم قال الرشيذ للمملوك : طلقها
ولك مائة دينار فقال : لا افعل . ولم يزل يزيد وهو يرفض حتى

dinar

he gives him
more of

اعطاه الف دينار فرفضها وقال : هل الطلاق بيدي ام بيدك ؟ والله
لا اطلقها . فغضب الخليفة وقال : ما الحل يا ابا يوسف فقال : يا
امير المؤمنين : الامر سهل جدا . اجعل هذا المملوك ملكاً للجارية .
قال : جعلته ملكا لها . فقال لها القاضي : قولى : قهلت . فقالت
قهلت . فقال القاضي : حكمت بينهما بالتفريق لانه صار ملكا لها
فأنفسخ الزواج . فسر الرشيذ بذلك واعطاه عشرة آلاف دينار تقديرا
له فأخذها وانصرف الى بيته .

in my
power

is
annulled

وفى صباح اليوم التالى قال القاضي لاصحابه : " لا طريق الى
الدين والدنيا اسهل من طريق العلم فانى اعطيت المال الكثير لانى

استطعت بقليل من العلم حل مشكلة أمير المؤمنين وإسعاده "

permissible

وَأَذْرَكَ شَهْرَزَادَ الصَّاحِ ، فسكتت عن الكلام المباح . overtook

(1) The formula for finalizing a Muslim divorce is the husband's three-fold declaration that his wife is divorced (طالِقٌ; note that this adjective is masculine in form but feminine in gender!). An oath of three-fold divorce cannot be said in jest, for, once uttered, it must necessarily be honored. Thus, this oath is an indication of supreme determination or resolve on the part of the speaker.

(2) The owner of a female slave is forbidden to cohabit with her before he has ascertained that she is not pregnant; if she is pregnant, then it must be clear that he is not the father of her child. Ascertaining that a slave-girl is not pregnant is called إِستِبْرَاءٌ 'istibra'.

Vocabulary note: A special use of 'and then' in reporting conversations is to denote a change of subject. Thus فَقَالَ is equivalent to "the other one says", while وَقَالَ or ثُمَّ قَالَ means "and then he says..."

C. Grammar and drills

ج - القواعد والتمارين

1. Vocative: Summary
2. Perfect tense: Performative function
3. Verbs of giving: Summary
4. بَعْدُ 'after that'

1. Vocative: Summary

→ (a.) The noun or adjective following يَا is in the nominative case and does not have nunation (see 2.C.4); it refers to a specific person or group of persons. يَا is usually followed by a proper name, a title, or an idāfa

يَا أَمِيرُ 'O Prince!'
يَا يَوْسُفُ الْكَرِيمُ 'O generous Yusuf!'

→ (b.) If, however, the noun or adjective is the first term of an idāfa or is followed by a pronoun suffix, it is put in the accusative case:

يا أَمِيرَ الْمُؤْمِنِينَ	'O Commander of the Faithful!'
يا أَمِيرَنَا	'Our Prince!'
يا أبا يَوْسُفَ ، يا أَخِي الْعَزِيزَ	'O Abu Yusuf, o my dear brother!'

→ c. The vocative particle أَيُّهَا (f. also أَيَّتُهَا (see 14.C.3) is synonymous to يا , but is followed by a common noun in the nominative case with the definite article. Examples:

أَيُّهَا السِّدَّاتُ وَالسَّادَةُ	'Ladies and gentlemen!'
أَيُّهَا الطُّلَبُ الْمُحْتَرَمُونَ	'Respected students!'

→ d. In the cases above a specific person is being addressed. If, on the other hand, there is no specific person being addressed, the vocative noun is in the accusative case and with nunation, as in

يا رَجُلًا ، سَاعِدْنِي!	'Somebody help me!'
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→ e. The first person singular pronoun suffix -ii ي is sometimes shortened to i in the vocative. Thus يا أُعْزَايِي or يا أُعْزَاءُ 'my dear ones!'. The noun أَب 'father' has a special vocative form with this suffix: يَا أَبَتَ 'O my father!'

→ f. Another vocative particle is أَيُّ found in L.43.D.(2), p. 275; it is quite rare in MSA. It follows the same rules as يا 'O'.

g. Resume chart:

	SPECIFIC ADDRESSEE nominative case without nunation	NON-SPECIFIC ADDRESSEE accusative case with nunation
يا (without article)	يا رَجُلٌ	يا رَجُلًا
أَيُّهَا (with article)	أَيُّهَا الرَّجُلُ	

✓/2. Perfect tense: Performative function

Compare the use of the perfect tense in Arabic as opposed to the use of the present tense in English in the following excerpts from the Basic Text:

قال : اجْعَلْ هَذَا الْمَمْلُوكَ مِلْكًا لِلْجَارِيَةِ .	'He said, "Make this mameluke the prop- erty of the girl."'
قال : جَعَلْتُهُ مِلْكًا لَهَا .	'He said, " <u>I make</u> him her property."'
قال لَهَا : قُولِي قَبِلْتُ ، فَقَالَتْ قَبِلْتُ .	'He said to her, "Say 'I accept'," and she said " <u>I accept</u> ".'
حَكَمْتُ بَيْنَهُمَا بِالتَّفْْرِيقِ .	'I <u>declare</u> them separated.'

In these instances the perfects have the meaning of proclamations or formal declarations which are performed by the very act of speaking. English uses the present tense for this purpose, as in "I agree to your terms," "I accept your offer," "I give you my word," "I bet you can't do it," "I pronounce you man and wife," etc. This use of the tenses is referred to as the performative function.

Arabic usage is further illustrated by the following excerpts from a Muslim wedding service:

الإمامُ لِلْعَرُوسِ : قُولِي : زَوَّجْتُكَ نَفْسِي عَلَى الْمَهْرِ الْمُتَّفَقِ عَلَيْهِ بَيْنَنَا عَلَى كِتَابِ اللَّهِ وَسُنَّةِ رَسُولِهِ (صلعم) .	The Imam to the bride: "Say, ' <u>I wed</u> <u>thee</u> in accordance with the dowry agreed upon between us on the basis of the Book of God and the Sunna of the Prophet (God bless him and grant him salvation!)'."
الإمامُ لِلْعَرِيسِ : قُلْ : وَأَنَا قَبِلْتُ زَوَاجَكَ عَلَى الْمَهْرِ الْمُتَّفَقِ عَلَيْهِ بَيْنَنَا عَلَى كِتَابِ اللَّهِ وَسُنَّةِ رَسُولِهِ (صلعم) .	The Imam to the groom: "Say, ' <u>and I</u> <u>accept marriage to you</u> in accordance with the dowry agreed upon between us on the basis of the Book of God and the Sunna of the Prophet (God bless him and grant him salvation!)'."

In this illustration the acts of marrying and accepting are performed with the uttering of the words themselves; in English these are present tense verbs (underlined) whereas in Arabic they are perfect tense verbs (also underlined).

3. Verbs of giving: Summary

Verbs of giving are followed by two accusatives, the first being the indirect object and the second, the direct object (see 22.C.4). This note deals with two additional features: (a) a pronoun as second accusative and (b) sub-

stitution of a ل prepositional phrase for the indirect object. First, here is a list of all the verbs of giving occurring in this book:

par. → obtener

أَعْطَى	IV	to give (s.o.) (s.th.)	dar, conceder, regalar	(→ (s.o.))
وَهَبَ	I	to give (s.o.) (s.th.)	dar, conceder, regalar	also a dñien (s.o.)
مَنَحَ	I	to grant (s.o.) (s.th.)	dar, conceder	a dñien also
زَادَ	I	to give (s.o.) more of (s.th.)	dar más (s.o.)	a dñien de algo
وَفَّى	II	to give (s.o.) (his) due share of (s.th.)	pagar a dñien lo debido de	
بَاعَ	I	to sell (s.o.) (s.th.)		

Handwritten notes on the right side of the table:

- (s.o.)
- also a dñien (s.o.)
- a dñien also
- dar más (s.o.)
- a dñien de algo
- pagar a dñien lo debido de

a. If the first accusative is a pronoun, it is suffixed to the verb; if the second accusative is a pronoun, the pronoun is suffixed to the particle إِيَّاهُ :

<u>Both accusatives are nouns:</u>	
أَعْطَى الْخَلِيفَةَ الْهَدِيَّةَ .	'He gave the Caliph the present.'
<u>First accusative is a pronoun:</u>	
أَعْطَاهُ الْهَدِيَّةَ .	'He gave him the present.'
<u>Second accusative is a pronoun:</u>	
أَعْطَى الْخَلِيفَةَ إِيَّاهَا .	'He gave it to the Caliph.'
<u>Both accusatives are pronouns:</u>	
أَعْطَاهُ إِيَّاهَا .	'He gave it to him.'

The particle إِيَّاهُ is used here only with the second of two accusatives – the direct object – when it is a pronoun.

b. Compare the following sentences:

وَهَبَنِي الْقَلَمَ .	'He gave <u>me</u> the pencil.'
وَهَبَ الْقَلَمَ لِي .	'He gave the pencil <u>to me</u> .'

Certain verbs of giving may express the indirect object not as an accusative noun but as an object of the preposition ل 'to'. As the illustration above shows, this has an exact parallel in English. The usage in the two languages is different if the direct object is a pronoun:

هَبْنِي إِيَّاهُ هَبَّهُ لِي	'Give it to me!'
---------------------------------	------------------

The choice between the two constructions is a matter of usage: وَهَب often uses the ل variation, أَعْطَى and بَاع do at times, and مَنَح , زاد and وَفَّى rarely if ever do.

Now do Drill 1.

Drill 1. Substitution: Noun → pronoun with -إِيَّاهُ.

Substitute the proper form of the pronoun for the underlined noun. Ex.

'He taught them history.'

٤٥ درَّسَهُم التاريخ . ←

'He taught it to them.'

درَّسَهُم إِيَّاهُ .

- | | |
|-----------------------------|-----------------------------------|
| ٥٧ - أعطانا الجرائد . | ١٢٥ - أعطاني الكتابين . |
| ٦٧ - أعطاهن الرسائل . | ٢١٥ - أعطيته الرسالة . |
| ٧٧ - درَّسني الأدب العربي . | ٣٧٥ - درَّسهنَّ اللغة العربيَّة . |
| ٨٧ - منحته قلبها . | ٤١٥ - وهبتهما الكتب . |

4. بَعْدَ ذَلِكَ 'after that'

The word بَعْدَ ذَلِكَ, which occurs in the Basic text, is an adverb meaning "after that, afterwards". It consists of the preposition بَعْدَ 'after' and suffix ذَلِكَ with the general meaning "that time". This suffix is found with several prepositions and nouns referring to time or a period of time; these all take the adverbial accusative ending -a. Examples:

en aquel día, entonces, a la sazón	يَوْمَ ذَلِكَ	'on that day'	عِنْدَ ذَلِكَ	'at that time, then'	entonces, en ese momento
entonces, a la sazón	حِينَ ذَلِكَ	'at that time'	بَعْدَ ذَلِكَ	'after that'	luego, después
entonces, en aquel momento	سَاعَةَ ذَلِكَ	'in that hour'	وَقْتُ ذَلِكَ	'at that time'	en aquel tiempo aquella vez entonces

D. Comprehension passages

د — نصوص للفهم

(1) Read the following passage and then do Drill 2.

Next read the second passage and do Drill 3.

(١) الأباء

- voice : جلست أمام والدها ... وقالت في صوت قوى ... :
— اني أحبه ...
- scream she struck فأدهش قولها والدها وشعر أنّ ابنته ضربتته على وجهه واراد أن يصرخ
he gained control over : في وجهها : ولكنه تمالك نفسه ... وقال :
— منذ متى ؟
— منذ عام وأكثر.
— وكنت تقابلينه ؟
— نعم ... كثيرا .
— أين ؟
— في بيته !!
alone, by yourselves : في بيته ... وحدكما ؟
he introduced : لقد قدمني الى اخواته ... وأمه !
he kissed : هل قبلك ؟
— نعم ...
you were not ashamed : ولم تخجلي ... ؟
shame : لم أشعر بالخجل ... شعرت بالحب !
— هل طلبك للزواج ؟
— سنتزوج ، ولكن لا يستطيع ان يطلبني للزواج الآن ... انه لا يزال
طالبا ، ولا يستطيع أن يعدّ لي بيتا .
— هل أخبرت أمك بكل ذلك ؟
— لا ... خفت ألا تفهمني !
I feared, was afraid

- ولماذا تخبريني أنا ؟

- لأنني أحترمك ... ولأنني واثقة أنك ستفهمني .

وسكت الأب قليلا كأنه يفكر ، ثم قال :

- هل أستطيع أن اعرفه ؟

ف قالت في سرور :

- نعم ... طبعاً ...

naturally, of course

eat, drink, have

- ادعيه لِتَنَاولِ الشاي معنا ، غدا ...

young man وجاء الشاب في الغد ... وجلس بين أفراد العائلة كلهم ... members

الأب والأم والأخوة ... وكان الأب ينظر اليه مُتَفَحِّصًا كأنه يبحث في searching

قلبه عن آثار الجريمة ... ولكنه لم يستطع أن يُقْنِعَ نفسه بأن هناك traces; crime

جريمة أو أثرًا لها ... وضحك وهو يجد أبنائه وقد انصَرَفُوا الى الشاب devoted themselves to

the young man

في حديث طويل conversation

وأصبح صديقًا للعائلة وحبها لابنة ... ثم تصادقت العائلتان became friends with each other

... الاب والاب ... والأم والأم ... والأخوة والأخوة

وبعد عامين ... تم الزواج !

This short story is adapted from مُنْتَهَى الْحُبِّ (pp. 119-121) by Ihsan Abdul-Quddūs.

Drill 2. Written. Question/answer.

١ - لماذا غضب الوالد ؟

٢ - لماذا أخبرت الفتاة والدها عن حبها عوضاً عن أمها ؟

٣ - هل قابلت الفتاة حبيبها ؟ أين ؟

٤ - لماذا لم يستطع الحبيب أن يتزوجاً ؟

٥ - هل دعت الفتاة حبيبها الى بيتها ؟ ومن قابل هناك ؟

٦ - بماذا اقتنع الوالد نفسه ؟ convinced

٧ - ماذا كانت نتيجة لقاء الحبيب بالعائلة ؟

٨ - متى تزوج الحبيب ؟

(من كتاب ألف ليلة وليلة)

Shahriyar

Shahrazad قالت شهرزاد للملك شهریار :

يحكى أيها الملك أن رجلا لا يعرف القراءة والكتابة لم يجد
عملا يعيش منه ... ففتح مكتبها لتعليم الاولاد ... وكان يطلب من كبارهم

contented himself with

تعليم صغارهم ، ويكتفي بالاشراف عليهم .

وفي يوم من الايام جاء الى والدته أحد الاولاد الذين في المكتب

رسالة من زوجها الغائب في سفر بعيد ، فأخذت الرسالة وذهبت الى absent

المكتب واعطتها للمعلم كي يقرأها لها . فلما أخذ الرسالة منها

I pretend

وقع في حرج شديد ... ولكنه قال لنفسه ... من الأحسن أن أتظاهرها great
embarrassment

a piece

يقراءتها وأخبرها بأي شيء من عندي ... وعلى هذا فتحها ووجد فيها قطعة of my ownupside
downقماش ثم أمسك الرسالة مقلوبة ، مُتظاهراً بأنه يقرأ ما فيها . وانقضت cloth;
took
hold ofshe
thoughtمدة وهو ساكت ... فلما رأت المرأة ذلك ظنت أن زوجها قد مات .. فقالتللمعلم وهي تهكي : أرجوك يا سيدي : قل لي الحق . اذا كان زوجي قد crying

مات اخبرني بذلك حتى أقوم بالواجب . فلما سمع كلامها ... قال لها :

saddening,
sadيا سيدي أنا لا أريد أن أعلمك بمثل هذا الخير المُحزن . فحين سمعت notifyout of
sadness forكلامه عرفت أن زوجها مات وخرجت من عنده وهي تهكي حزناً على زوجها criesto offer her
their condolencesولما وصلت بيتها اجتمع عندها الجيران لتعزيته ...

وكان زوجها قد أرسل مع رسالته اليها رسالة أخرى الى أحد

أصدقائه وفيها أنه بخير ... وأنه عائد الى بلده وأهله وسيصل بعد

he was
amazedأيام . فلما سمع صديقه هذا بما جرى لزوجته تعجب ... وذهب اليها

وسألها : من الذي أخبرك بموت زوجك ؟ فأخبرته بما قال لها المعلم

وأعطته الرسالة ... فلما قرأها ضحك وقال لها : ان هذه الرسالة ليس

فيها أي شيء عن موت زوجك فقد أرسل لي زوجك رسالة أخرى وفيها أنه

in بخير ... وسيكون عندنا هنا بَعْدَ أَيَّامٍ ، وقد حَمَلَ لَكَ معه كثيرا — brought الهدايا

عند ذلك ذهبت المرأة مع صديق زوجها الى المعلم وقالت له :

كيف أخبرتنى بموت زوجي مَعَ أَنَّهُ سيحضر قريباً ... ومعه الهدايا الكثيرة ؟

in spite of the fact that great embarrassment

فلما سمع المعلم كلامها وقع في حَرْجٍ شَدِيدٍ ولكنه اعْتَذَرَ قائلاً : انى لَمَّا رأيت الرسالة فيها قِطْعَةٌ قُمَاشٍ ورأيتك تُكَيِّنُ ، اعتقدت أن زوجك مات وأن

تلك هي قِطْعَةٌ من القُمَاشِ الذي كُفِّنَ به . he was enshrouded

Drill 3. Written. Indicate whether the statement is true or false.

- ١ - أخذت قصّة " المعلم الأمي " من كتاب " ألف ليلة وليلة " . illiterate
- ٢ - كان المعلم يعرف القراءة والكتابة جيّداً .
- ٣ - كان بعض الطلاب يعلمون البعض الآخر .
- ٤ - جاءت الى المعلم رسالة من زوج المرأة الغائب . absent
- ٥ - قال المعلم للمرأة انه لا يعرف القراءة والكتابة .
- ٦ - أخبر المعلم المرأة أن زوجها مات .
- ٧ - أسعد موت زوج المرأة المعلم .
- ٨ - زار الجيران المرأة في بيتها .
- ٩ - أخبر المرأة صديق زوجها أن زوجها لم يمت .
- ١٠ - لا يعرف صديق زوج المرأة القراءة والكتابة .
- ١١ - قال الزوج في احدى رسالتيه انه سوف يَحْمِلُ معه كثيرا من الهدايا الى عائلته . was going to bring
- ١٢ - أرسل الزوج رسالتين : واحدة الى زوجته وأخرى الى صديقه .
- ١٣ - قدّم المعلم اعْتِذارَهُ لصديق الزوج . his apologies

(2) Listen to the passage on tape, then do Drill 4, which is based on it.

Drill 4. Written. Write a brief summary in English of the story on tape.

E. General drills.

هـ - التمارين العامة

Drill 5. Written. Cardinal and ordinal numbers.

Write out the correct form of the numbers. Ex.

'I received the three
letters, but I read
the third one only.'

وصلتني الرسائل أل ٣ ، ولكنني لم أقرأ

الآ الرسالة أل ٣ .

وصلتني الرسائل الثلاث ، ولكنني لم أقرأ

الآ الرسالة الثالثة .

- ١ - قرأت الجمل أل ٥ ، فلم أفهم غير الجملة أل ٥ .
- ٢ - سمعت المحاضرات أل ٩ ، فلم تعجبنى الآ المحاضرة أل ٩ .
- ٣ - حكم البلاد ١٣ عاما ، وفي نهاية العام أل ١٣ مات .
- ٤ - عمل في الكلية ٢٣ سنة ، ولكنه لم يترق الآ في نهاية السنة أل ٢٠ .
- ٥ - قاوم الشعب الحكم الاجنبي ٤٨ سنة ، وفي السنة أل ٤٨ حصل على
أستقلاله .
- ٦ - في الكتاب ١٦٩ درسا أهمها الدرس أل ٦٩ .

Drill 6. Written. Question formation.

Form questions using the following items, then write the answer to each question.

هل ، أ ، أَلَمْ ، أَلَنْ ، لَمْ ، فِيمَ ، مِمَّ ، عَمَّنْ ، كيف ، أين ، لماذا ،
معى ، حتّى متى ، مَنْ ، الى أين .

Drill 7. Transformation: Perfect passive → لم + jussive passive.

'They were separated.' →

فرّق بينهم • ←

'They were not separated.'

لم يفرّق بينهم •

- | | |
|-------------------------------|---------------------------|
| ٧ - احتيج الى عدد كبير من | ١ - أعطوا كتباً علميّة • |
| العمّال • | ٢ - صدّق ألخبر • |
| ٨ - صودقن • | ٣ - أذيعت الأخبار • |
| ٩ - أجلّ الاجتماع • | ٤ - لقّب بالشاعر الوطني • |
| ١٠ - انتخب رئيساً للجمهورية • | ٥ - سمّي بشيرا • |
| ١١ - استقبلت في المطار • | ٦ - أقيمت حفلات كثيرة • |

Drill 8. أن / أنّ clauses → verbal noun construction.

'He mentioned to me his desire to visit Yemen.'

ذكر لي أنّه يرغب في زيارة اليمن. ←

ذكر لي رغبته في زيارة اليمن •

- | | |
|---|--|
| ٩ - لا تحبّهم على الرغم من | ١ - <u>تغيّرت حياتها بعد أن</u> قابلت |
| أنّهم يهتمّون بأمرها • | الرجل الذي تزوّجته • |
| ١٠ - أنّكم تحتاجون إلينا أمر | ٢ - سمعت بأنّهم <u>غضبوا</u> • |
| معروف • | ٣ - لم يغضبنا أنّكم <u>أسأتم</u> |
| ١١ - لم يسمع بأن <u>يحضر</u> الاجتماع • | إلينا • |
| ١٢ - ما السبب في أنّك <u>أخرجتها</u> | ٤ - أدهشنا أنّكم <u>رفضتم</u> دعوتنا • |
| من المكتب ؟ | ٥ - تحترمهم لأنّهم <u>يكافحون</u> • |
| ١٣ - سافرت الى الشرق الاوسط قبل | ٦ - لم أكن أعلم بأنّهم <u>أستقلّوا</u> • |
| أن <u>أتعلّم</u> اللغة العربية • | ٧ - قابلت الأستاذ بعد أن <u>انصرف</u> |
| ١٤ - يحتاج حلّ المشكلة الى أن | الطلّاب • |
| <u>يتعاونوا</u> • | ٨ - لا يعجبني أن <u>يهقوا</u> هنا • |

Drill 9. Vocabulary.

Replace each of the expressions in parentheses by a single word having the same meaning.

- ١ - حكم القاضي بـ (التفريق بين الزوج وزوجته)
- ٢ - أعجبه السيارة ، لِذَلِكَ (قدّم المال ثمنًا لها وأخذها) • therefore
- ٣ - سمعت أنّ صديقك (حصل على وظيفة أعلى من الوظيفة التي كانت له) •
- ٤ - سوف يزداد عدد المصانع في (السنوات القادمة) •
- ٥ - كان لي مال كثير ، ولكنّي (لم أستطع ان أجده) •
- ٦ - أكملت كتابة (بحث قدّمته الى الجامعة للحصول على شهادة) •
- ٧ - مصر دولة (يحكمها أبناؤها) •
- ٨ - نظام الحكم في الأردن نظام (دولة يحكمها ملك) •
- ٩ - هذا (رجل يؤلّف الأشعار) •
- ١٠ - ألسيد فريد وجدي (متحدث باسم بلاده) في منظمة الامم المتحدة •

Drill 10. Written. Translation.

Some people in the West think that divorce is an easy matter in the Middle East; this is not true. If the husband and the wife encounter a serious family problem, and if they decide as a result to ask for a divorce, they must go to a judge. The judge looks into the matter and tries to resolve the problem. If he does not succeed, he grants the husband and the wife a divorce which protects (= "preserves") the rights of the sons and daughters.

As for the amount of money which the wife gets at the time of the divorce, ^{مبلغ} it is determined before the marriage. That money is called the dowry (المهر). The woman has the right to take all of her dowry before the marriage, or after the divorce, if divorce should take place.

Drill 11. Written. Vocabulary.

Fill in the blanks in the following sentences with an appropriate word.

(ينفع ، عوضا عن ، وقف ، قرية ، أنقسم ، أسعدني ، نشاط ، يغضب ، تضع ،
قوانين ، سككت ، كاد ، بصر ، ربح ، الانسان ، القاضي ، أعضائه ، أمواله ،
الدنيا ، حول ، أرسل ، يخسر ، التفريق ، عهد ، قاموس) .

- ١ - حاولت _____ ولكنه لم _____
(get angry)
- ٢ - الأمريكيّون يحترمون _____ بلدهم .
- ٣ - حكم _____ بينهما بـ _____
(separation)
- ٤ - _____ خبر زواج أهلك .
- ٥ - _____ عدد من الطلاب المصريّين للدراسة الى فرنسا .
- ٦ - _____ ذلك الرجل الغنيّ أن _____ كل _____
(almost) (money)
- ٧ - عقد الاجتماع في القاهرة _____ بيروت .
- ٨ - _____ مدّة قصيرة ثم قالت لوالدتها أنّها تحب أهن الجيران .
- ٩ - ماذا _____ الانسان لو _____ وخسر نفسه .
(the world)
- ١٠ - الرأى العام العالمى _____ مشكلة الشرق الأوسط .
(concerning)
- ١١ - المراسلون مدّة دقيقة احتراما لرئيس الجمهورية عندما
بدأ مؤتمره الصحفى .
- ١٢ - ولد فى _____ صغيرة وفقد _____ وهو فى الخامسة من عمره .
- ١٣ - تقوم الأمم المتحدة بـ _____ ثقافى واسع . لذلك _____ الدول الصغرى
ثقتها الكبيرة فيها .

Drill 12. Written. Translation.

أوستن - تكساس ٢٥ آب (أغسطس) ١٩٧٥ .

عزيزي سليم :

تحية أخوية وبعد ، وصلتني رسالتك أمس ولم تكن قد وصلتني منك

(now to our
topic: see
p. 243)

أى رسائل منذ أكثر من ستة أشهر • لقد سررت جداً برسالتك هذه كما
سرّني أيضا خبر نجاحك فى الامتحانات الحكومية وحصولك على شهادة
الهكالوريوس بامتياز • أرجو لك النجاح فى كل ما تقوم به من أعمال
وكلّى ثقة أنّك ستتابع دراستك للحصول على شهادة الماجستير فى
الجامعة الأمريكية فى بيروت • لقد أسعدني جداً قولك انّ لك خطيبة
الآن تحبّك وتحبّها وتهتم بك وتهتم بها • ألف سلام منّي اليها
على غير معرفة •

with honors
distinction

even though I do not know her

نحن هنا مسرورون فى حياتنا الاجتماعية والدراسية على الرغم
من أنّ أوضاعنا المالية ليست حسنة جداً • أنا أدرس العلوم اللغوية
وأدرس اللغة العربية هنا فى جامعة تكساس وزوجتى تدرس العلوم
السياسية • لقد قابلنا كثيرا من الناس هنا واصح لنا أصدقاء كثيرون •
وأود أن اخبرك أنّ الشعب الأمريكى كالشعب العربى شعب يمتاز بالكرم
فالأمرىكى يكرم الضيف ويقدم للأجنبي كل ما يستطيع تقديمه ———
مساعدة •

linguis-
tics

generosity

الاساتذة الذين يدرسوننى من كبار الاساتذة فى الولايات المتحدة
وهم يقومون بكل ما يجب القيام به لمساعدتى فى مختلف الميادين • انّنى
اشعر أنّ معرفتى بالمواضيع التى ادرسها تزداد يوما بعد يوم وهذا
بسبب مساعدة اساتذتي لي • لقد بدأت منذ مدة قصيرة بكتابة رسالة
الدكتوراه وانا أهزل الآن كل الجهود فى انهاء هذه الرسالة وجعلها
رسالة تعجب اساتذتي •

ارجو أن تجهبنى على رسالتى هذه عندما يسمح لك الوقت بذلك
كما ارجو ان تبقى على اتصال وأن لا تنقطع الرسائل بيننا يا صديقى
العزیز •

سلامى الى جميع الاهل والاصدقاء • من عندنا جميع أصدقائك يرسلون

المخلص

• لك سلامهم

أحمد امام

Drill 13. Written. Vocabulary.

Taking into consideration the meanings of the various patterns of the verb, and with the help of the dictionary, show how the following groups of words are related:

١- علم - علّم - اعلم - تعلّم - استعلم

٢- عجب - أعجب - تعجّب

٣- خرج - خرّج - تخرّج - استخرج

٤- بدل - بادل - تبادل - استبدل

٥- فقد - افقد - افتقد - استفقد

٦- قطع - قطّع - قاطع - أقطع - تقطّع - انقطع - اقتطع - استقطع

أ - آيات وأحاديث

(١) - آيات

- ١ - وإذا قرأ القرآن فاستمعوا له وانصتوا لعلكم ترحمون (٢٠٤)
الأعراف
- ٢ - وإذا حييتم بتحية فحيوا بأحسن منها أو ردوها (٨٦ النساء)
- ٣ - ان الذين آمنوا والذين هادوا والصابئين من آمن بالله واليوم الآخر وعمل صالحا فلهم أجرهم عند ربهم ولا خوف عليهم ولا هم يحزنون (٦٢ البقرة)
- ٤ - ولو شاء ربك لجعل الناس أمة واحدة (١١٨ هود)
- ٥ - ان تقرضوا الله قرضا حسنا يضاعفه لكم (١٧ التغابن)
- ٦ - ان ينصركم الله فلا غالب لكم (١٦٠ آل عمران)
- ٧ - فأما اليتيم فلا تقهر
وأما السائل فلا تنهر
وأما بنعمة ربك فحدث (٩ ، ١٠ ، ١١ الضحى)
- ٨ - من عمل صالحا فلنفسه ومن أساء فعليها (٤٦ فصلت)
- ٩ - وقضى ربك ألا تعبدوا إلا إياه وبالوالدين احسانا فلا
تقل لهما أف ولا تنهرهما وقل لهما قولا كريما . واخفض لهما
جناح الذل من الرحمة وقل رب ارحمهما كما ربياني صغيرا .
(٢٣ و ٢٤ بني اسرائيل)

(٢) - أحاديث

- ١٠ - من مات وهو يعلم أنه لا اله الا الله دخل الجنة .
- ١١ - لا يؤمن أحدكم حتى يحب لآخيه ما يحب لنفسه .

A. Qur'anic Verses and Hadiths

Qur'anic Verses and Sayings of the Prophet

(1). Verses from the Qur'an (1)

1. When the Koran is recited listen to it attentively and perhaps you will find mercy.* (Sura VII, "The Heights", verse 204)
2. And when you are greeted with a greeting, answer with a nicer greeting, or with the same one. (Sura IV, "Women", verse 86)
3. Those who believe (in the Qur-an),/ And those who follow the Jewish (scriptures),/ And the Christians and the Sabians,-/ Any who believe in God/ And the Last Day,/ And work righteousness,/ Shall have their reward/ With their Lord: on them/ Shall be no fear, nor shall they grieve.* (Sura II, "The Heifer", verse 62)
4. If your Lord had willed he would have made all people one nation. (Sura XI, "Hūd", verse 118)
5. If you make a good loan to God, He will double it for you. (Sura LXIV, "Mutual Fraud", verse 17)
6. If God helps you no one can overcome you. (Sura III, "The Family of Imran", verse 160)
7. Therefore, treat not/ The orphan with harshness,/* Nor repulse the petitioner/ (unheard);/* But the Bounty/ Of Thy Lord-/ Rehearse and proclaim!* (Sura XCIII, "The Glorious Morning Light", verses 9-11)
8. Whoever does what is right gains by it; he who does evil pays for it. (Sura XLI, "Distinguished", verse 46)

- (1) Abdullah Yusuf Ali, The Holy Quran. Text, Translation and Commentary. Vol. I. McGregor & Werner, Inc., 1946 is the source for the translation of Suras 3, 7 and 9.

9. Thy Lord hath decreed/ That ye worship none but Him,/ And that ye be kind/ To parents.../ Say not to them a word/ Of contempt, nor repel them,/ But address them/ In terms of honour.* And, out of kindness,/ Lower to them the wing/ Of humility, and say:/ "My Lord! bestow on them/ Thy Mercy even as they/ Cherished me in childhood."* (Sura XVII "The Children of Israel", verses 23-24)

(2). Sayings of the Prophet

10. He who dies knowing that there is no god but God will enter Paradise.
11. No one among you is a believer until he wants for his brother what he wants for himself.

ب - شعر

العراق

لمخاضيل نعيمه

دخل الشيطان قلبى فراى فيه ملاك
وبلمح الطرف ما بينهما اشتدّ العراق
ذا يقول: الهيت بيتى! فيعيد القول ذاك
وانا اشهد ما يجرى ولا اهدى حراك
سأثلا ربّى: "أفى الاكوان من ربّ سواك"
جئت قلبى من الهدء يداه ويداك؟
والى اليوم أراني فى شكوك وارتباك
لست أدري أرجيم فى فؤادى أم ملاك.

B. A Poem

The Struggle

by Mikha'il Nu'aymi

The Devil entered my heart, and in it saw an angel.
And in the twinkling of an eye a violent fight broke out between them.
One says, "This house is mine!" and the other says it's his,
While I witness what goes on, without moving a muscle,
Asking my Lord: "Is there in all creation a god besides You,
Whose hand, together with yours, fashioned my heart from the beginning?"
And until today I see myself in doubt and confusion,
Not knowing whether in my heart is a demon or an angel.

Meter. The meter of this poem is رَمَلٌ Ramal, one of the sixteen traditional meters of Arabic poetry. The pattern for this poem is

⏏ ⏏ — — | ⏏ ⏏ — — || ⏏ ⏏ — — | ⏏ ⏏ — —

in which ⏏ is a "light" syllable (ending in a short vowel, e.g. دَخَلَ = ⏏ ⏏ ⏏) and — is a "heavy" syllable (anything else, e.g. قَلْبِي = — —). The first hemistich of each line contains two feet of four syllables: the first is long or short (⏏ —), the second must be short (⏏ ⏏), and the last two must be long (— —), giving ⏏ ⏏ — —. The last foot of the line has only three syllables. Elision (waṣṣala) must be rigidly observed; and the end of the line is in pausal form (الْجِرَاكُ، الْمَلَاكُ, etc.) to facilitate the rhyme.

B. Grammar and drills

ج - القواعد والتمارين

1. The particle إِيَّا : Summary

1. The particle إِيَّا : Summary

↓ The particle إِيَّا only occurs with a pronoun suffix and is equivalent to putting that suffix in the accusative case: إِيَّاهُ 'him', إِيَّاكَ 'you', إِيَّايَ

'me', اِنِّا 'us', etc. This pronoun is the object of a verb but is not suffix-
ed to the verb. One instance of this is as the second accusative object of a
verb (see L.44.C.3), as in

أَعْطَى الْجَارِيَةَ إِیَّاهُ. 'He gave it to the slave girl.'

Two other uses are found in the Koran:

- (1) Pronoun object preceding verb for emphasis:

إِیَّاكَ نَعْبُدُ وَإِیَّاكَ نَسْتَعِیْنُ. 'Thee we worship and Thee we turn
to for help.' (Sura I, "The
Opening", verse 4)

- (2) Pronoun object separated from verb (see Text A, 9 above):

وَقَضَى رَبُّكَ أَلاَّ تَعْبُدُوا إِلَّا إِیَّاهُ. 'And your Lord has decreed that you
worship only Him.' (Sura XVII,
"The Children of Israel", verse 23)

The final two uses given here are common in Modern Standard Arabic:

- (3) The particle اِنِّا with a following اَنْ clause means "be careful not to...",
as in

اِنِّا اَنْ تَقُولَ ذَٰلِكَ! 'Take care not to say that!'

- (4) When a verb with an accusative object is nominalized (transformed into a
verbal noun) the object remains in the accusative case:

أَغْضَبَهَا اَنْتَهُمْ رَفَضُوا دَعْوَتَهَا. 'It angered her that they rejected
her invitation.'
أَغْضَبَهَا رَفْضُهُمْ دَعْوَتَهَا. 'Their rejecting her invitation
angered her.'

If the object of the verb is a pronoun suffix, that pronoun suffix is
attached to اِنِّا after the verbal noun:

- أَغْضَبَهَا أَنَّهُمْ رَفَضُوهَا 'It angered her that they rejected it.'
- أَغْضَبَهَا رَفْضُهُمْ أَيَّاهَا 'Their rejecting it angered her.'

This matter does not arise with verb-preposition idioms, since the object--whether noun or pronoun--will be the object of the preposition, as in

- سَرَّنا حَصولُهُ عَلَيْهَا 'His obtaining it pleased us.'

Now do Drill 1.

Drill 1. Transformation: Noun object → pronoun object.

- 'Your rejecting our invitation amazed us.' • أَرْدَهْشَنَا رَفْضُكُمْ دَعْوَتَنَا
- 'Your rejecting it amazed us.' • أَرْدَهْشَنَا رَفْضُكُمْ أَيَّاهَا
- ١ - متى موعِد طبعكم الكتاب الجديد ؟
 - ٢ - ما سبب ادخالهم المفردات على هذا الدرس ؟
 - ٣ - هل تمكّنت من بيعهم الهدية ؟
 - ٤ - طالبنا بمنحهم سليم المال .
 - ٥ - سمعت باعدادهم الامتحانات القادمة .

APPENDIX I: VERB TABLES	308

Table 1. Sound verbs: Form I.

دَرَسَ (د) 'to study'

	ACTIVE					PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	دَرَسَ	يَدْرُسُ	يَدْرُسَ	يَدْرُسْ		دُرِيَ	يُدْرَسُ
FS	دَرَسَتْ	تَدْرُسُ	تَدْرُسَ	تَدْرُسْ		دُرِستْ	تُدْرَسُ
2 MS	دَرَسْتَا	تَدْرُسَانِ	تَدْرُسَا	تَدْرُسَا	اُدْرُسَا	دُرِستَا	تُدْرَسَانِ
FS	دَرَسْتَا	تَدْرُسَيْنِ	تَدْرُسِي	تَدْرُسِي	اُدْرُسِي	دُرِستَا	تُدْرَسَيْنِ
1 S	دَرَسْتُ	اُدْرُسُ	اُدْرُسَ	اُدْرُسْ		دُرِستُ	اُدْرَسُ
3 MD	دَرَسُوا	يَدْرُسَانِ	يَدْرُسَا	يَدْرُسَا		دُرِسُوا	يُدْرَسَانِ
FD	دَرَسْتَا	تَدْرُسَانِ	تَدْرُسَا	تَدْرُسَا		دُرِستَا	تُدْرَسَانِ
2 D	دَرَسْتُمَا	تَدْرُسَانِ	تَدْرُسَا	تَدْرُسَا	اُدْرُسَا	دُرِستُمَا	تُدْرَسَانِ
3 MP	دَرَسُوا	يَدْرُسُونَ	يَدْرُسُوا	يَدْرُسُوا		دُرِسُوا	يُدْرَسُونَ
FP	دَرَسْنَ	يَدْرُسْنَ	يَدْرُسْنَ	يَدْرُسْنَ		دُرِسْنَ	يُدْرَسْنَ
2 MF	دَرَسْتُمْ	تَدْرُسُونَ	تَدْرُسُوا	تَدْرُسُوا	اُدْرُسُوا	دُرِستُمْ	تُدْرَسُونَ
FP	دَرَسْتُنَّ	تَدْرُسْنَ	تَدْرُسْنَ	تَدْرُسْنَ	اُدْرُسْنَ	دُرِستُنَّ	تُدْرَسْنَ
1 P	دَرَسْنَا	نَدْرُسُ	نَدْرُسَ	نَدْرُسْ		دُرِسْنَا	نُدْرَسُ

Participles: دَارِسٌ

مَدْرُوسٌ

Verbal noun: دِرَاسَةٌ دَرَسٌ

Other Form I stem vowel patterns are:

a - a, e.g.	ذَهَبَ	'to go'
a - i, e.g.	رَجَعَ	'to return'
i - a, e.g.	شَرِبَ	'to drink'
u - u, e.g.	كَرَّمَ	'to be noble'

Table 2. Sound verbs: Form II. دَرَسَ 'to instruct'

ACTIVE

PASSIVE

	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	دَرَسَ	يُدْرِسُ	يُدْرِسَ	يُدْرِسْ		دُرِسَ	يُدْرَسُ
FS	دَرَسَتْ	تُدْرِسُ	تُدْرِسَ	تُدْرِسْ		دُرِسَتْ	تُدْرَسُ
2 MS	دَرَسْتَا	تُدْرِسَانِ	تُدْرِسَا	تُدْرِسَا	دُرِسَا	دُرِسْتَا	تُدْرَسَانِ
FS	دَرَسْتِي	تُدْرِسِينَ	تُدْرِسِي	تُدْرِسِي	دُرِسِي	دُرِسْتِي	تُدْرَسِي
1 S	دَرَسْتُ	أُدْرِسُ	أُدْرِسَ	أُدْرِسْ		دُرِسْتُ	أُدْرَسُ
3 MD	دَرَسُوا	يُدْرِسُونَ	يُدْرِسُوا	يُدْرِسُوا		دُرِسُوا	يُدْرَسُونَ
FD	دَرَسْتُمْ	تُدْرِسُونَ	تُدْرِسُوا	تُدْرِسُوا		دُرِسْتُمْ	تُدْرَسُونَ
2 D	دَرَسْتُمَا	تُدْرِسَانِ	تُدْرِسَا	تُدْرِسَا	دُرِسَا	دُرِسْتُمَا	تُدْرَسَانِ
3 MP	دَرَسُوا	يُدْرِسُونَ	يُدْرِسُوا	يُدْرِسُوا		دُرِسُوا	يُدْرَسُونَ
FP	دَرَسْنَ	يُدْرِسْنَ	يُدْرِسْنَ	يُدْرِسْنَ		دُرِسْنَ	يُدْرَسْنَ
2 MP	دَرَسْتُمْ	تُدْرِسُونَ	تُدْرِسُوا	تُدْرِسُوا	دُرِسُوا	دُرِسْتُمْ	تُدْرَسُونَ
FP	دَرَسْتُنَّ	تُدْرِسْنَ	تُدْرِسْنَ	تُدْرِسْنَ	دُرِسْنَ	دُرِسْتُنَّ	تُدْرَسْنَ
1 P	دَرَسْنَا	نُدْرِسُ	نُدْرِسَ	نُدْرِسْ		دُرِسْنَا	نُدْرَسُ

Participles: مُدْرِسٌ

مُدْرَسٌ

Verbal noun: تَدْرِيسٌ

Table 3. Sound verbs: Form III. شَاهَدَ 'to witness'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	شَاهَدَ	يُشَاهِدُ	يُشَاهِدَ	يُشَاهِدْ		شُوهِدَ	يُشَاهَدُ
FS	شَاهَدَتْ	تُشَاهِدُ	تُشَاهِدَ	تُشَاهِدْ		شُوهِدَتْ	تُشَاهَدُ
2 MS	شَاهَدْتُمْ	تُشَاهِدُونَ	تُشَاهِدُوا	تُشَاهِدُوا	شَاهِدُوا	شُوهِدْتُمْ	تُشَاهَدُونَ
FS	شَاهَدْتِ	تُشَاهِدِينَ	تُشَاهِدِي	تُشَاهِدِي	شَاهِدِي	شُوهِدْتِ	تُشَاهَدِينَ
1 S	شَاهَدْتُ	أُشَاهِدُ	أُشَاهِدَ	أُشَاهِدْ		شُوهِدْتُ	أُشَاهَدُ
3 MD	شَاهَدُوا	يُشَاهِدَانِ	يُشَاهِدَا	يُشَاهِدَا		شُوهِدُوا	يُشَاهَدَانِ
FD	شَاهَدَتَا	تُشَاهِدَانِ	تُشَاهِدَا	تُشَاهِدَا		شُوهِدَتَا	تُشَاهَدَانِ
2 D	شَاهَدْتُمَا	تُشَاهِدَانِ	تُشَاهِدَا	تُشَاهِدَا	شَاهِدَا	شُوهِدْتُمَا	تُشَاهَدَانِ
3 MP	شَاهَدُوا	يُشَاهِدُونَ	يُشَاهِدُوا	يُشَاهِدُوا		شُوهِدُوا	يُشَاهَدُونَ
FP	شَاهَدْنَ	يُشَاهِدْنَ	يُشَاهِدْنَ	يُشَاهِدْنَ		شُوهِدْنَ	يُشَاهَدْنَ
2 MP	شَاهَدْتُمْ	تُشَاهِدُونَ	يُشَاهِدُوا	يُشَاهِدُوا	شَاهِدُوا	شُوهِدْتُمْ	تُشَاهَدُونَ
FP	شَاهَدْتُنَّ	تُشَاهِدْنَ	تُشَاهِدْنَ	تُشَاهِدْنَ	شَاهِدْنَ	شُوهِدْتُنَّ	تُشَاهَدْنَ
1 P	شَاهَدْنَا	نُشَاهِدُ	نُشَاهِدَ	نُشَاهِدْ		شُوهِدْنَا	نُشَاهَدُ

Participles: مُشَاهِدٌ

مُشَاهَدٌ

Verbal noun: مُشَاهَدَةٌ

Table 4. Sound verbs: Form IV.

أَكْرَمَ

'to honor'

ACTIVEPASSIVE

	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	أَكْرَمَ	يُكْرِمُ	يُكْرِمَ	يُكْرِمْ		أُكْرِمَ	يُكْرِمُ
FS	أَكْرَمَتْ	تُكْرِمُ	تُكْرِمَ	تُكْرِمْ		أُكْرِمَتْ	تُكْرِمُ
2 MS	أَكْرَمْتُمْ	تُكْرِمُونَ	تُكْرِمُوا	تُكْرِمُوا	أَكْرِمُوا	أُكْرِمْتُمْ	تُكْرِمُونَ
FS	أَكْرَمْتِ	تُكْرِمِينَ	تُكْرِمِي	تُكْرِمِي	أَكْرِمِي	أُكْرِمْتِ	تُكْرِمِينَ
1 S	أَكْرَمْتُ	أُكْرِمُ	أُكْرِمَ	أُكْرِمْ		أُكْرِمْتُ	أُكْرِمُ
3 MD	أَكْرَمْنَا	يُكْرِمَانِ	يُكْرِمَا	يُكْرِمَا		أُكْرَمْنَا	يُكْرِمَانِ
FD	أَكْرَمْنَا	تُكْرِمَانِ	تُكْرِمَا	تُكْرِمَا		أُكْرِمْنَا	تُكْرِمَانِ
2 D	أَكْرَمْتُمَا	تُكْرِمَانِ	تُكْرِمَا	تُكْرِمَا	أَكْرِمَا	أُكْرَمْتُمَا	تُكْرِمَانِ
3 MP	أَكْرَمُوا	يُكْرِمُونَ	يُكْرِمُوا	يُكْرِمُوا		أُكْرَمُوا	يُكْرِمُونَ
FP	أَكْرَمُوا	يُكْرِمُونَ	يُكْرِمُونَ	يُكْرِمُونَ		أُكْرَمُوا	يُكْرِمُونَ
2 MP	أَكْرَمْتُمْ	تُكْرِمُونَ	تُكْرِمُوا	تُكْرِمُوا	أَكْرِمُوا	أُكْرَمْتُمْ	تُكْرِمُونَ
FP	أَكْرَمْتُمْ	تُكْرِمُونَ	تُكْرِمُونَ	تُكْرِمُونَ	أَكْرِمُوا	أُكْرَمْتُمْ	تُكْرِمُونَ
1 P	أَكْرَمْنَا	نُكْرِمُ	نُكْرِمَ	نُكْرِمْ		أُكْرَمْنَا	نُكْرِمُ

Participles:

مُكْرِمٌ

مُكْرِمٌ

Verbal noun:

إِكْرَامٌ

Table 5. Sound verbs: Form V.

تَقَدَّمَ

'to advance, progress'

ACTIVEPASSIVE

	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	تَقَدَّمَ	يَتَقَدَّمُ	يَتَقَدَّمَ	يَتَقَدَّمْ			
FS	تَقَدَّمَتْ	تَتَقَدَّمُ	تَتَقَدَّمْ	تَتَقَدَّمْ			
2 MS	تَقَدَّمْتُمْ	تَتَقَدَّمُونَ	تَتَقَدَّمُوا	تَتَقَدَّمُوا	تَقَدَّمُوا		
FS	تَقَدَّمْتُمْ	تَتَقَدَّمِينَ	تَتَقَدَّمِي	تَتَقَدَّمِي	تَقَدَّمِي		
1 S	تَقَدَّمْتُ	أَتَقَدَّمُ	أَتَقَدَّمْ	أَتَقَدَّمْ			
3 MD	تَقَدَّمَا	يَتَقَدَّمَانِ	يَتَقَدَّمَا	يَتَقَدَّمَا			
FD	تَقَدَّمَا	تَتَقَدَّمَانِ	تَتَقَدَّمَا	تَتَقَدَّمَا			
2 D	تَقَدَّمْتُمَا	تَتَقَدَّمَانِ	تَتَقَدَّمَا	تَتَقَدَّمَا	تَقَدَّمَا		
3 MP	تَقَدَّمُوا	يَتَقَدَّمُونَ	يَتَقَدَّمُوا	يَتَقَدَّمُوا			
FP	تَقَدَّمُوا	يَتَقَدَّمُونَ	يَتَقَدَّمُونَ	يَتَقَدَّمُونَ			
2 MP	تَقَدَّمْتُمْ	تَتَقَدَّمُونَ	تَتَقَدَّمُوا	تَتَقَدَّمُوا	تَقَدَّمُوا		
FP	تَقَدَّمْتُمْ	تَتَقَدَّمُونَ	تَتَقَدَّمُونَ	تَتَقَدَّمُونَ	تَقَدَّمُوا		
1 P	تَقَدَّمْنَا	نَتَقَدَّمُ	نَتَقَدَّمْ	نَتَقَدَّمْ			

Participles:

مُتَقَدِّمٌ

Verbal noun:

تَقَدُّمٌ

The verb has no passive; the passive of

تَعَلَّمَ

'to learn' is

تُعَلَّمُ

'it

was learned'.

Table 6. Sound verbs: Form VI. تَنَاوَلَ 'to take up; deal with'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	تَنَاوَلَ	يَتَنَاوَلُ	يَتَنَاوَلَ	يَتَنَاوَلْ			
FS	تَنَاوَلَتْ	تَتَنَاوَلُ	تَتَنَاوَلَ	تَتَنَاوَلْ			
2 MS	تَنَاوَلْتُمَا	تَتَنَاوَلَانِ	تَتَنَاوَلَا	تَتَنَاوَلَا	تَتَنَاوَلَا		
FS	تَنَاوَلْتُمَا	تَتَنَاوَلَيْنِ	تَتَنَاوَلِي	تَتَنَاوَلِي	تَتَنَاوَلِي		
1 S	تَنَاوَلْتُ	أَتَنَاوَلُ	أَتَنَاوَلَ	أَتَنَاوَلْ			
3 MD	تَنَاوَلُوا	يَتَنَاوَلَانِ	يَتَنَاوَلَا	يَتَنَاوَلَا			
FD	تَنَاوَلْتُمْ	تَتَنَاوَلَانِ	تَتَنَاوَلَا	تَتَنَاوَلَا			
2 D	تَنَاوَلْتُمَا	تَتَنَاوَلَانِ	تَتَنَاوَلَا	تَتَنَاوَلَا	تَتَنَاوَلَا		
3 MP	تَنَاوَلُوا	يَتَنَاوَلُونَ	يَتَنَاوَلُوا	يَتَنَاوَلُوا			
FP	تَنَاوَلْنِ	يَتَنَاوَلْنَ	يَتَنَاوَلْنَ	يَتَنَاوَلْنَ			
2 MP	تَنَاوَلْتُمْ	تَتَنَاوَلُونَ	تَتَنَاوَلُوا	تَتَنَاوَلُوا	تَتَنَاوَلُوا		
FP	تَنَاوَلْتُنَّ	تَتَنَاوَلْنَ	تَتَنَاوَلْنَ	تَتَنَاوَلْنَ	تَتَنَاوَلْنَ		
1 P	تَنَاوَلْنَا	نَتَنَاوَلُ	نَتَنَاوَلَ	نَتَنَاوَلْ			

Participles: مُتَنَاوِلٌ

Verbal noun: تَنَاوُلٌ

The passive of this verb is rare; its form is تُنَوِّلُ 'it was taken'.

Table 7. Sound verbs: Form VII. اِنْصَرَفَ 'to go away'

<u>ACTIVE</u>						<u>PASSIVE</u>	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اِنْصَرَفَ	يَنْصَرِفُ	يَنْصَرِفَ	يَنْصَرِفْ			
FS	اِنْصَرَفَتْ	تَنْصَرِفُ	تَنْصَرِفَ	تَنْصَرِفْ			
2 MS	اِنْصَرَفْتُمْ	تَنْصَرِفُونَ	تَنْصَرِفُوا	تَنْصَرِفُوا	اِنْصَرِفُوا		
FS	اِنْصَرَفْتِ	تَنْصَرِفِينَ	تَنْصَرِفِي	تَنْصَرِفِي	اِنْصَرِفِي		
1 S	اِنْصَرَفْتُ	اَنْصَرِفُ	اَنْصَرِفَ	اَنْصَرِفْ			
3 MD	اِنْصَرَفَا	يَنْصَرِفَانِ	يَنْصَرِفَا	يَنْصَرِفَا			
FD	اِنْصَرَفْتَا	تَنْصَرِفَانِ	تَنْصَرِفَا	تَنْصَرِفَا			
2 D	اِنْصَرَفْتُمَا	تَنْصَرِفَانِ	تَنْصَرِفَا	تَنْصَرِفَا	اِنْصَرِفَا		
3 MP	اِنْصَرَفُوا	يَنْصَرِفُونَ	يَنْصَرِفُوا	يَنْصَرِفُوا			
FP	اِنْصَرَفْنَ	يَنْصَرِفْنَ	يَنْصَرِفْنَ	يَنْصَرِفْنَ			
2 MP	اِنْصَرَفْتُمْ	تَنْصَرِفُونَ	تَنْصَرِفُوا	تَنْصَرِفُوا	اِنْصَرِفُوا		
FP	اِنْصَرَفْتُنَّ	تَنْصَرِفْنَ	تَنْصَرِفْنَ	تَنْصَرِفْنَ	اِنْصَرِفْنَ		
1 P	اِنْصَرَفْنَا	نَنْصَرِفُ	نَنْصَرِفَ	نَنْصَرِفْ			

Participles: مَنْصَرِفٌ

Verbal noun: اِنْصِرَافٌ

Form VII has no passive.

Table 8. Sound verbs: Form VIII. اِنْتَحَبَ 'to elect'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اِنْتَحَبَ	يَنْتَحِبُ	يَنْتَحِبَ	يَنْتَحِبْ		اُنْتُحِبَ	يُنتَحِبُ
FS	اِنْتَحَبَتْ	تَنْتَحِبُ	تَنْتَحِبَ	تَنْتَحِبْ		اُنْتُحِبَتْ	تُنتَحِبُ
2 MS	اِنْتَحَبْتُمْ	تَنْتَحِبُونَ	تَنْتَحِبُوا	تَنْتَحِبُوا	اِنْتَحِبْ	اُنْتُحِبْتُمْ	تُنتَحِبُونَ
FS	اِنْتَحَبْتِ	تَنْتَحِبِينَ	تَنْتَحِبِي	تَنْتَحِبِي	اِنْتَحِبِي	اُنْتُحِبْتِ	تُنتَحِبِينَ
1 S	اِنْتَحَبْتُ	اُنْتُحِبُ	اُنْتُحِبَ	اُنْتُحِبْ		اُنْتُحِبْتُ	اُنْتُحِبُ
3 MD	اِنْتَحَبُوا	يَنْتَحِبُونَ	يَنْتَحِبُوا	يَنْتَحِبُوا		اُنْتُحِبُوا	يُنتَحِبُونَ
FD	اِنْتَحَبُوا	تَنْتَحِبُونَ	تَنْتَحِبُوا	تَنْتَحِبُوا		اُنْتُحِبُوا	تُنتَحِبُونَ
2 D	اِنْتَحَبْتُمَا	تَنْتَحِبَانِ	تَنْتَحِبَا	تَنْتَحِبَا	اِنْتَحِبَا	اُنْتُحِبْتُمَا	تُنتَحِبَانِ
3 MP	اِنْتَحَبُوا	يَنْتَحِبُونَ	يَنْتَحِبُوا	يَنْتَحِبُوا		اُنْتُحِبُوا	يُنتَحِبُونَ
FP	اِنْتَحَبْنَ	يَنْتَحِبْنَ	يَنْتَحِبْنَ	يَنْتَحِبْنَ		اُنْتُحِبْنَ	يُنتَحِبْنَ
2 MP	اِنْتَحَبْتُمْ	تَنْتَحِبُونَ	تَنْتَحِبُوا	تَنْتَحِبُوا	اِنْتَحِبُوا	اُنْتُحِبْتُمْ	تُنتَحِبُونَ
FP	اِنْتَحَبْتُنَّ	تَنْتَحِبْنَ	تَنْتَحِبْنَ	تَنْتَحِبْنَ	اِنْتَحِبْنَ	اُنْتُحِبْتُنَّ	تُنتَحِبْنَ
1 P	اِنْتَحَبْنَا	نَنْتَحِبُ	نَنْتَحِبَ	نَنْتَحِبْ		اُنْتُحِبْنَا	نُنتَحِبُ

Participles:

مُنْتَحِبٌ

مُنْتَحِبٌ

Verbal noun:

اِنْتِحَابٌ

Table 9. Sound verbs: Form IX. اَحْمَرَّ 'to turn red'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اَحْمَرَّ	يَحْمَرُّ	يَحْمَرَّ	يَحْمَرَّ			
FS	اَحْمَرَّتْ	تَحْمَرُّ	تَحْمَرَّ	تَحْمَرَّ			
2 MS	اَحْمَرْتُمْ	تَحْمَرُّ	تَحْمَرَّ	تَحْمَرَّ	اَحْمَرُّ		
FS	اَحْمَرْتِ	تَحْمَرْنَ	تَحْمَرِي	تَحْمَرِي	اَحْمَرِي		
1 S	اَحْمَرْتُ	اَحْمَرُّ	اَحْمَرَّ	اَحْمَرَّ			
3 MD	اَحْمَرُوا	يَحْمَرُّانِ	يَحْمَرَّا	يَحْمَرَّا			
FD	اَحْمَرْتَا	تَحْمَرَّانِ	تَحْمَرَّا	تَحْمَرَّا			
2 D	اَحْمَرْتُمَا	تَحْمَرَّانِ	تَحْمَرَّا	تَحْمَرَّا	اَحْمَرَّا		
3 MP	اَحْمَرُوا	يَحْمَرُّونَ	يَحْمَرُّوا	يَحْمَرُّوا			
FP	اَحْمَرُّونَ	يَحْمَرُّونَ	يَحْمَرُّونَ	يَحْمَرُّونَ			
2 MP	اَحْمَرْتُمْ	تَحْمَرُّونَ	تَحْمَرُّوا	تَحْمَرُّوا	اَحْمَرُّوا		
FP	اَحْمَرْتُنَّ	تَحْمَرُّونَ	تَحْمَرُّونَ	تَحْمَرُّونَ	اَحْمَرُّونَ		
1 P	اَحْمَرْنَا	نَحْمَرُّ	نَحْمَرَّ	نَحْمَرَّ			

Participles: مَحْمَرٌّ

Verbal noun: اَحْمَرَارٌ

Form IX has no passive.

Table 10. Strong verbs: Form X. اِسْتَقْبَلَ 'to receive'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اِسْتَقْبَلَ	يَسْتَقْبِلُ	يَسْتَقْبِلَ	يَسْتَقْبِلْ		اُسْتُقْبِلَ	يُسْتَقْبَلُ
FS	اِسْتَقْبَلَتْ	تَسْتَقْبِلُ	تَسْتَقْبِلَ	تَسْتَقْبِلْ		اُسْتُقْبِلَتْ	تُسْتَقْبَلُ
2 MS	اِسْتَقْبَلْتُمْ	تَسْتَقْبِلُونَ	تَسْتَقْبِلُوا	تَسْتَقْبِلُوا	اِسْتَقْبِلُوا	اُسْتُقْبِلْتُمْ	تُسْتَقْبَلُونَ
FS	اِسْتَقْبَلْتُمْ	تَسْتَقْبِلْنَ	تَسْتَقْبِلِي	تَسْتَقْبِلِي	اِسْتَقْبِلِي	اُسْتُقْبِلْتُمْ	تُسْتَقْبَلْنَ
1 S	اِسْتَقْبَلْتُ	اَسْتَقْبِلُ	اَسْتَقْبِلَ	اَسْتَقْبِلْ		اُسْتُقْبِلْتُ	اُسْتَقْبَلُ
3 MD	اِسْتَقْبَلُوا	يَسْتَقْبِلَانِ	يَسْتَقْبِلَا	يَسْتَقْبِلَا		اُسْتُقْبَلُوا	يُسْتَقْبَلَانِ
FD	اِسْتَقْبَلْتَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا	تَسْتَقْبِلَا		اُسْتُقْبَلْتَا	تُسْتَقْبَلَانِ
2 D	اِسْتَقْبَلْتُمَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا	تَسْتَقْبِلَا	اِسْتَقْبِلَا	اُسْتُقْبَلْتُمَا	تُسْتَقْبَلَانِ
3 MP	اِسْتَقْبَلُوا	يَسْتَقْبِلُونَ	يَسْتَقْبِلُوا	يَسْتَقْبِلُوا		اُسْتُقْبَلُوا	يُسْتَقْبَلُونَ
FP	اِسْتَقْبَلْنَ	يَسْتَقْبِلْنَ	يَسْتَقْبِلْنَ	يَسْتَقْبِلْنَ		اُسْتُقْبَلْنَ	يُسْتَقْبَلْنَ
2 MP	اِسْتَقْبَلْتُمْ	تَسْتَقْبِلُونَ	تَسْتَقْبِلُوا	تَسْتَقْبِلُوا	اِسْتَقْبِلُوا	اُسْتُقْبَلْتُمْ	تُسْتَقْبَلُونَ
FP	اِسْتَقْبَلْتُنَّ	تَسْتَقْبِلْنَ	تَسْتَقْبِلْنَ	تَسْتَقْبِلْنَ	اِسْتَقْبِلْنَ	اُسْتُقْبَلْتُنَّ	تُسْتَقْبَلْنَ
1 P	اِسْتَقْبَلْنَا	نَسْتَقْبِلُ	نَسْتَقْبِلَ	نَسْتَقْبِلْ		اُسْتُقْبَلْنَا	نُسْتَقْبَلُ

Participles: مُسْتَقْبِلٌ

مُسْتَقْبِلَةٌ

Verbal noun: اِسْتِقْبَالٌ

Table 11. Quadriliteral verbs. تَرْجَمَ 'to translate'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	تَرْجَمَ	يَتَرْجِمُ	يَتَرْجِمَ	يَتَرْجِمْ		تُرْجِمَ	يُتَرْجَمُ
FS	تَرْجَمَتْ	تَتَرْجِمُ	تَتَرْجِمَ	تَتَرْجِمْ		تُرْجِمَتْ	تُتَرْجَمُ
2 MS	تَرْجَمْتُمَا	تَتَرْجِمَانِ	تَتَرْجِمَا	تَتَرْجِمَا	تَرْجِمَا		
FS	تَرْجَمْتُمَا	تَتَرْجِمِينَ	تَتَرْجِمِي	تَتَرْجِمِي	تَرْجِمِي		
1 S	تَرْجَمْتُ	أَتَرْجِمُ	أَتَرْجِمَ	أَتَرْجِمْ			
3 MD	تَرْجَمْنَا	يَتَرْجِمَانِ	يَتَرْجِمَا	يَتَرْجِمَا		تُرْجِمَا	يُتَرْجَمَانِ
FD	تَرْجَمْنَا	تَتَرْجِمَانِ	تَتَرْجِمَا	تَتَرْجِمَا		تُرْجِمْنَا	تُتَرْجِمَانِ
2 D	تَرْجَمْتُمَا	تَتَرْجِمَانِ	تَتَرْجِمَا	تَتَرْجِمَا	تَرْجِمَا		
3 MP	تَرْجَمُوا	يَتَرْجِمُونَ	يَتَرْجِمُوا	يَتَرْجِمُوا			
FP	تَرْجَمُوا	يَتَرْجِمُونَ	يَتَرْجِمُوا	يَتَرْجِمُوا			
2 MP	تَرْجَمْتُمْ	تَتَرْجِمُونَ	تَتَرْجِمُوا	تَتَرْجِمُوا	تَرْجِمُوا		
FP	تَرْجَمْتُمْ	تَتَرْجِمُونَ	تَتَرْجِمُوا	تَتَرْجِمُوا	تَرْجِمُوا		
1 P	تَرْجَمْنَا	نَتَرْجِمُ	نَتَرْجِمَ	نَتَرْجِمْ			

Participles: مُتَرْجِمٌ

مُتَرْجَمٌ

Verbal noun: تَرْجَمَةٌ

Table 12. Doubled verbs: Form I. عَدَّ (ع) 'to count'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	عَدَّ	يَعُدُّ	يَعُدَّ	يَعُدَّ		عُدَّ	يُعَدُّ
FS	عَدَّتْ	تَعُدُّ	تَعُدَّ	تَعُدَّ		عُدَّتْ	تُعَدُّ
2 MS	عَدَدْتَ	تَعُدُّ	تَعُدَّ	تَعُدَّ	اعْدِدْ، اعد	عُدَدْتَ	تُعَدُّ
FS	عَدَدْتِ	تَعُدِّينَ	تَعُدِّي	تَعُدِّي	عُدِّي	عُدَدْتِ	تُعَدِّينَ
1 S	عَدَدْتُ	أَعُدُّ	أَعُدَّ	أَعُدَّ		عُدَدْتُ	أُعَدُّ
3 MD	عَدَّا	يَعُدَّانِ	يَعُدَّا	يَعُدَّا		عَدَّا	يُعَدَّانِ
FD	عَدَّتَا	تَعُدَّانِ	تَعُدَّا	تَعُدَّا		عَدَّتَا	تُعَدَّانِ
2 D	عَدَدْتُمَا	تَعُدَّانِ	تَعُدَّا	تَعُدَّا	عُدَّا	عُدَدْتُمَا	تُعَدَّانِ
3 MP	عَدُّوا	يَعُدُّونَ	يَعُدُّوا	يَعُدُّوا		عَدُّوا	يُعَدُّونَ
FP	عَدَدْنَ	يَعُدُّونَ	يَعُدُّونَ	يَعُدُّونَ		عَدَدْنَ	يُعَدُّونَ
2 MP	عَدَدْتُمْ	تَعُدُّونَ	تَعُدُّوا	تَعُدُّوا	عَدُّوا	عَدَدْتُمْ	تُعَدُّونَ
FP	عَدَدْتِنَّ	تَعُدُّونَ	تَعُدُّونَ	تَعُدُّونَ	أَعُدُّنَ	عَدَدْتِنَّ	تُعَدُّونَ
1 P	عَدَدْنَا	نَعُدُّ	نَعُدَّ	نَعُدَّ		عَدَدْنَا	نُعَدُّ

Participles: عَادٍ

مُعَدُّودٌ

Verbal noun: عَدٌّ

Other doubled I stem vowel patterns are:

a - i, e.g. تَمَّ 'to be completed'

i - a, e.g. وَدَّ 'to want' ('I wanted' = وَدِدْتُ)

Table 13. Doubled verbs: Form IV. أَحَبَّ 'to love'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	أَحَبَّ	يُحِبُّ	يُحِبَّ	يُحِبَّ		أُحِبَّ	يُحِبُّ
FS	أَحَبَّتْ	تُحِبُّ	تُحِبَّ	تُحِبَّ		أُحِبَّتْ	تُحِبُّ
2 MS	أَحَبَيْتَ	تُحِبُّ	تُحِبَّ	تُحِبَّ	أُحِبَّ	أُحِبَيْتَ	تُحِبُّ
FS	أَحَبَيْتِ	تُحِبِّينَ	تُحِبِّي	تُحِبِّي	أُحِبِّي	أُحِبَيْتِ	تُحِبِّينَ
1 S	أَحَبَّوْهُ	أُحِبُّ	أُحِبَّ	أُحِبَّ		أُحِبَّوْهُ	أُحِبُّ
3 MD	أُحِبَّا	يُحِبَّانِ	يُحِبَّا	يُحِبَّا		أُحِبَّا	يُحِبَّا
FD	أُحِبَّا	تُحِبَّانِ	تُحِبَّا	تُحِبَّا		أُحِبَّا	تُحِبَّا
2 D	أُحِبَّتُمَا	تُحِبَّانِ	تُحِبَّا	تُحِبَّا	أُحِبَّا	أُحِبَّتُمَا	تُحِبَّا
3 MP	أُحِبُّوا	يُحِبُّونَ	يُحِبُّوا	يُحِبُّوا		أُحِبُّوا	يُحِبُّوا
FP	أُحِبُّوْهُنَّ	يُحِبُّنَ	يُحِبُّنَ	يُحِبُّنَ		أُحِبُّوْهُنَّ	يُحِبُّنَ
2 MP	أُحِبَّتُمْ	تُحِبُّونَ	تُحِبُّوا	تُحِبُّوا	أُحِبُّوا	أُحِبَّتُمْ	تُحِبُّوا
FP	أُحِبَّتْنِ	تُحِبُّنَ	تُحِبُّنَ	تُحِبُّنَ	أُحِبُّنَ	أُحِبَّتْنِ	تُحِبُّنَ
1 P	أُحِبَّنَا	نُحِبُّ	نُحِبَّ	نُحِبَّ		أُحِبَّنَا	نُحِبُّ

Participles: مُحِبٌّ

مُحِبَّةٌ

Verbal noun: إِحْبَابٌ

Table 14. Doubled verbs: Form VII. انضمَّ الى 'to join'

ACTIVE

PASSIVE

	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	انضمَّ	ينضمُّ	ينضمَّ	ينضمَّ			
FS	انضمتْ	تنضمُّ	تنضمَّ	تنضمَّ			
2 MS	انضممتْ	تنضمُّ	تنضمَّ	تنضمَّ	انضمَّ، انضمَّ		
FS	انضمتْ	تنضمين	تنضمي	تنضمي	انضمي		
1 S	انضمتْ	انضمُّ	انضمَّ	انضمَّ			
3 MD	انضمَّا	ينضمَّان	ينضمَّا	ينضمَّا			
FD	انضمَّا	تنضمَّان	تنضمَّا	تنضمَّا			
2 D	انضممتما	تنضمَّان	تنضمَّا	تنضمَّا	انضمَّا		
3 MP	انضمُّوا	ينضمُّون	ينضمُّوا	ينضمُّوا			
FP	انضمُّمن	ينضمُّمن	ينضمُّمن	ينضمُّمن			
2 MP	انضممتُم	تنضمُّون	تنضمُّوا	تنضمُّوا	انضمُّوا		
FP	انضممتُنَّ	تنضمُّمن	تنضمُّمن	تنضمُّمن	انضمُّمن		
1 P	انضممنا	ننضمُّ	ننضمَّ	ننضمَّ			

Participles: منضمٌّ

Verbal noun: انضمامٌ

Form VII has no passive.

Table 15. Doubled verbs: Form VIII.

اِحْتَلَّ 'to occupy'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اِحْتَلَّ	يَحْتَلُّ	يَحْتَلَّ	يَحْتَلَّ		اُحْتُلَّ	يُحْتَلُّ
FS	اِحْتَلَّتْ	تَحْتَلُّ	تَحْتَلَّ	تَحْتَلَّ		اُحْتُلَّتْ	تُحْتَلُّ
2 MS	اِحْتَلَلْتُمْ	تَحْتَلُّونَ	تَحْتَلُّوا	تَحْتَلُّوا	اِحْتَلُّوا		
FS	اِحْتَلَلْتُمْ	تَحْتَلُّونَ	تَحْتَلُّوا	تَحْتَلُّوا	اِحْتَلُّوا		
1 S	اِحْتَلَلْتُ	اِحْتَلُّ	اِحْتَلَّ	اِحْتَلَّ			
3 MD	اِحْتَلَّوْا	يَحْتَلُّونَ	يَحْتَلُّوا	يَحْتَلُّوا		اُحْتَلَّوْا	يُحْتَلُّونَ
FD	اِحْتَلَّوْا	يَحْتَلُّونَ	يَحْتَلُّوا	يَحْتَلُّوا		اُحْتَلَّوْا	يُحْتَلُّونَ
2 D	اِحْتَلَلْتُمَا	تَحْتَلُّانِ	تَحْتَلَّا	تَحْتَلَّا	اِحْتَلَّا		
3 MP	اِحْتَلُّوا	يَحْتَلُّونَ	يَحْتَلُّوا	يَحْتَلُّوا			
FP	اِحْتَلُّوا	يَحْتَلُّونَ	يَحْتَلُّوا	يَحْتَلُّوا			
2 MP	اِحْتَلَلْتُمْ	تَحْتَلُّونَ	تَحْتَلُّوا	تَحْتَلُّوا	اِحْتَلُّوا		
FP	اِحْتَلَلْتُمْ	تَحْتَلُّونَ	تَحْتَلُّوا	تَحْتَلُّوا	اِحْتَلُّوا		
1 P	اِحْتَلَلْنَا	نَحْتَلُّ	نَحْتَلَّ	نَحْتَلَّ			

Participles: مُحْتَلٌّ

مُحْتَلٌّ

Verbal noun: اِحْتِلَالٌ

This verb occurs passive in the third-person only.

Table 16. Doubled verbs: Form X. ^{اِسْتَمَرَّ} 'to continue'

ACTIVE

PASSIVE

	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اِسْتَمَرَّ	يَسْتَمِرُّ	يَسْتَمِرَّ	يَسْتَمِرَّ			
FS	اِسْتَمَرَّتْ	تَسْتَمِرُّ	تَسْتَمِرَّ	تَسْتَمِرَّ			
2 MS	اِسْتَمَرَّتا	تَسْتَمِرُّنِ	تَسْتَمِرَّ	تَسْتَمِرَّ	اِسْتَمِرَّا		
FS	اِسْتَمَرَّتَا	تَسْتَمِرُّيْنِ	تَسْتَمِرِّي	تَسْتَمِرِّي	اِسْتَمِرِّي		
1 S	اِسْتَمَرَّتُ	اَسْتَمِرُّ	اَسْتَمِرَّ	اَسْتَمِرَّ			
3 MD	اِسْتَمَرُّا	يَسْتَمِرُّانِ	يَسْتَمِرَّا	يَسْتَمِرَّا			
FD	اِسْتَمَرُّتا	تَسْتَمِرُّانِ	تَسْتَمِرَّا	تَسْتَمِرَّا			
2 D	اِسْتَمَرَّرْتُمَا	تَسْتَمِرُّانِ	تَسْتَمِرَّا	تَسْتَمِرَّا	اِسْتَمِرَّا		
3 MP	اِسْتَمَرُّوا	يَسْتَمِرُّونَ	يَسْتَمِرُّوا	يَسْتَمِرُّوا			
FP	اِسْتَمَرُّوْا	يَسْتَمِرُّوْنَ	يَسْتَمِرُّوْا	يَسْتَمِرُّوْا			
2 MP	اِسْتَمَرَّرْتُمْ	تَسْتَمِرُّوْنَ	تَسْتَمِرُّوا	تَسْتَمِرُّوا	اِسْتَمِرُّوا		
FP	اِسْتَمَرَّرْتَنَ	تَسْتَمِرُّوْنَ	تَسْتَمِرُّوْا	تَسْتَمِرُّوْا	اِسْتَمِرُّوْا		
1 P	اِسْتَمَرَّرْنَا	نَسْتَمِرُّ	نَسْتَمِرَّ	نَسْتَمِرَّ			

Participles: ^{مُسْتَمِرٌّ}

Verbal noun: ^{اِسْتِمْرَارٌ}

This verb has no passive.

Table 17. Hollow verbs: Form I. قال - يقول 'to say'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	قَالَ	يَقُولُ	يَقُولَ	يَقُلْ		قِيلَ	يُقَالُ
FS	قَالَتْ	تَقُولُ	تَقُولَ	تَقُلْ		قِيلَتْ	تُقَالُ
2 MS	قُلْتُمْ	تَقُولُونَ	تَقُولُوا	تَقُلُّوا	قُلُوا		
FS	قُلْتِ	تَقُولِينَ	تَقُولِي	تَقُلِّي	قُولِي		
1 S	قُلْتُ	أَقُولُ	أَقُولَ	أَقُلْ			
3 MD	قَالُوا	يَقُولُونَ	يَقُولُوا	يَقُلُّوا		قِيلُوا	يُقَالُوا
FD	قَالَتْ	تَقُولُونَ	تَقُولُوا	تَقُلُّوا		قِيلَتْ	تُقَالُوا
2 D	قُلْتُمَا	تَقُولَانِ	تَقُولَا	تَقُلَّا	قُولَا		
3 MP	قَالُوا	يَقُولُونَ	يَقُولُوا	يَقُلُّوا			
FP	قُلْنَ	يَقُلْنَ	يَقُلْنَ	يَقُلْنَ			
2 MP	قُلْتُمْ	تَقُولُونَ	تَقُولُوا	تَقُلُّوا	قُولُوا		
FP	قُلْتُنَّ	تَقُلْنَ	تَقُلْنَ	تَقُلْنَ	قُلْنَ		
1 P	قُلْنَا	نَقُولُ	نَقُولَ	نَقُلْ			

Participles: قائلٌ

مقولٌ

Verbal noun: قَوْلٌ

This verb occurs passive in the third-person only.

Table 18. Hollow verbs: Form I. سَارَ - يَسِيرُ 'to move along'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	سَارَ	يَسِيرُ	يَسِيرَ	يَسِرْ			
FS	سَارَتْ	تَسِيرُ	تَسِيرَ	تَسِرْ			
2 MS	سِرْتُ	تَسِيرُ	تَسِيرَ	تَسِرْ	سِرْ		
FS	سِرْتِ	تَسِيرِينَ	تَسِيرِي	تَسِيرِي	سِيرِي		
1 S	سِرْتُ	أَسِيرُ	أَسِيرَ	أَسِرْ			
3 MD	سَارَا	يَسِيرَانِ	يَسِيرَا	يَسِيرَا			
FD	سَارَتَا	تَسِيرَانِ	تَسِيرَا	تَسِيرَا			
2 D	سِرْتُمَا	تَسِيرَانِ	تَسِيرَا	تَسِيرَا	سِيرَا		
3 MP	سَارُوا	يَسِيرُونَ	يَسِيرُوا	يَسِيرُوا			
FP	سِرْنِ	يَسِيرْنَ	يَسِيرْنَ	يَسِيرْنَ			
2 MP	سِرْتُمْ	تَسِيرُونَ	تَسِيرُوا	تَسِيرُوا	سِيرُوا		
FP	سِرْتُنَّ	تَسِيرْنَ	تَسِيرْنَ	تَسِيرْنَ	سِيرْنَ		
1 P	سِرْنَا	نَسِيرُ	نَسِيرَ	نَسِرْ			

Participles: سَائِرٌ

Verbal noun: سَيْرٌ

This verb has no passive.

Table 19. Hollow verbs: Form I. خَافَ - يَخَافُ 'to fear'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	خَافَ	يَخَافُ	يَخَافَ	يَخَفُ		خِيفَ	يُخَافُ
FS	خَافَتْ	تَخَافُ	تَخَافَ	تَخَفُ		خِيفَتْ	تُخَافُ
2 MS	خَفْتُمْ	تَخَافُ	تَخَافَ	تَخَفُ	خَفْ		
FS	خَفْتِ	تَخَافِينَ	تَخَافِي	تَخَافِي	خَافِي		
1 S	خَفْتُ	أَخَافُ	أَخَافَ	أَخَفُ			
3 MD	خَافَا	يَخَافَانِ	يَخَافَا	يَخَافَا		خِيفَا	يُخَافَانِ
FD	خَافَا	تَخَافَانِ	تَخَافَا	تَخَافَا		خِيفَا	تُخَافَانِ
2 D	خَفْتُمَا	تَخَافَانِ	تَخَافَا	تَخَافَا	خَافَا		
3 MP	خَافُوا	يَخَافُونَ	يَخَافُوا	يَخَافُوا			
FP	خَفْنِ	يَخَفْنَ	يَخَفْنَ	يَخَفْنَ			
2 MP	خَفْتُمْ	تَخَافُونَ	تَخَافُوا	تَخَافُوا	خَافُوا		
FP	خَفْنِ	تَخَفْنَ	تَخَفْنَ	تَخَفْنَ	خَفْنِ		
1 P	خَفْنَا	نَخَافُ	نَخَافَ	نَخَفُ			

Participles: خَائِفٌ

مَخُوفٌ

Verbal noun: خَوْفٌ

This verb normally occurs passive in the third-person only.

Table 20. Hollow verbs: Form IV. أَجَبَ 'to answer'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	أَجَبَ	يُجِيبُ	يُجِيبَ	يُجِبْ		أُجِيبَ	يُجَابُ
FS	أَجَبَتْ	تُجِيبُ	تُجِيبَ	تُجِبْ		أُجِيبَتْ	تُجَابُ
2 MS	أَجَبْتَ	تُجِيبُ	تُجِيبَ	تُجِبْ	أَجِبْ	أُجِبْتَ	تُجَابُ
FS	أَجَبْتِ	تُجِيبِينَ	تُجِيبِي	تُجِيبِي	أُجِيبِي	أُجِبْتِ	تُجَابِينَ
1 S	أَجَبْتُ	أُجِيبُ	أُجِيبَ	أُجِبْ		أُجِبْتُ	أُجَابُ
3 MD	أَجَابَا	يُجِيبَانِ	يُجِيبَا	يُجِيبَا		أُجِيبَا	يُجَابَانِ
FD	أَجَابَا	تُجِيبَانِ	تُجِيبَا	تُجِيبَا		أُجِيبَا	تُجَابَانِ
2 D	أَجَبْتُمَا	تُجِيبَانِ	تُجِيبَا	تُجِيبَا	أُجِيبَا	أُجِبْتُمَا	تُجَابَانِ
3 MP	أَجَابُوا	يُجِيبُونَ	يُجِيبُوا	يُجِيبُوا		أُجِيبُوا	يُجَابُونَ
FP	أَجَبْنِ	يُجِيبْنَ	يُجِيبْنَ	يُجِيبْنَ		أُجِيبْنَ	يُجَابْنَ
2 MP	أَجَبْتُمُ	تُجِيبُونَ	تُجِيبُوا	تُجِيبُوا	أُجِيبُوا	أُجِبْتُمُ	تُجَابُونَ
FP	أَجَبْتُنَّ	تُجِيبْنَ	تُجِيبْنَ	تُجِيبْنَ	أُجِيبْنَ	أُجِبْتُنَّ	تُجَابْنَ
1 P	أَجَبْنَا	نُجِيبُ	نُجِيبَ	نُجِبْ		أُجِبْنَا	نُجَابُ

Participles: مُجِيبٌ

مُجَابٌ

Verbal noun: إِجَابَةٌ

Table 21. Hollow verbs: Form VII **اِنْقَادَ** 'to be led'

<u>ACTIVE</u>						<u>PASSIVE</u>	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اِنْقَادَ	يُنْقَادُ	يُنْقَادَ	يُنْقَدُ			
FS	اِنْقَادَتْ	تُنْقَادُ	تُنْقَادَ	تُنْقَدُ			
2 MS	اِنْقَدْتُمْ	تُنْقَادُونَ	تُنْقَادُوا	تُنْقَدُوا	اِنْقَدُوا		
FS	اِنْقَدْتِ	تُنْقَادِينَ	تُنْقَادِي	تُنْقَدِي	اِنْقَادِي		
1 S	اِنْقَدْتُ	أُنْقَادُ	أُنْقَادَ	أُنْقَدُ			
3 MD	اِنْقَادَا	يُنْقَادَانِ	يُنْقَادَا	يُنْقَدَا			
FD	اِنْقَادَا	تُنْقَادَانِ	تُنْقَادَا	تُنْقَدَا			
2 D	اِنْقَدْتُمَا	تُنْقَادَانِ	تُنْقَادَا	تُنْقَدَا	اِنْقَادَا		
3 MP	اِنْقَادُوا	يُنْقَادُونَ	يُنْقَادُوا	يُنْقَدُوا			
FP	اِنْقَدْنَ	يُنْقَدْنَ	يُنْقَدْنَ	يُنْقَدْنَ			
2 MP	اِنْقَدْتُمْ	تُنْقَادُونَ	تُنْقَادُوا	تُنْقَدُوا	اِنْقَادُوا		
FP	اِنْقَدْتِنَّ	تُنْقَدْنَ	تُنْقَدْنَ	تُنْقَدْنَ	اِنْقَدْنَ		
1 P	اِنْقَدْنَا	نُنْقَادُ	نُنْقَادَ	نُنْقَدُ			

Participles: مُنْقَادٌ

Verbal noun: اِنْقِيَادٌ

Form VII has no passive.

Table 22. Hollow verbs: Form VIII. اِخْتَارَ 'to choose'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اِخْتَارَ	يَخْتَارُ	يَخْتَارَ	يَخْتَرْه		اُخْتِيرَ	يُخْتَارُ
FS	اِخْتَارَتْ	تَخْتَارُ	تَخْتَارَ	تَخْتَرْه		اُخْتِيرَتْ	تُخْتَارُ
2 MS	اِخْتَرْتُمْ	تَخْتَارُونَ	تَخْتَارُوا	تَخْتَرْهُ	اِخْتَرُوا		
FS	اِخْتَرْتِ	تَخْتَارِينَ	تَخْتَارِي	تَخْتَرْي	اِخْتَارِي		
1 S	اِخْتَرْتُ	أَخْتَارُ	أَخْتَارَ	أَخْتَرْه			
3 MD	اِخْتَارَا	يَخْتَارَانِ	يَخْتَارَا	يَخْتَارَا		اُخْتِيرَا	يُخْتَارَانِ
FD	اِخْتَارَا	تَخْتَارَانِ	تَخْتَارَا	تَخْتَارَا		اُخْتِيرَا	تُخْتَارَانِ
2 D	اِخْتَرْتُمَا	تَخْتَارَانِ	تَخْتَارَا	تَخْتَارَا	اِخْتَارَا		
3 MP	اِخْتَارُوا	يَخْتَارُونَ	يَخْتَارُوا	يَخْتَارُوا			
FP	اِخْتَرْنَ	يَخْتَرْنَ	يَخْتَرْنَ	يَخْتَرْنَ			
2 MP	اِخْتَرْتُمْ	تَخْتَارُونَ	تَخْتَارُوا	تَخْتَارُوا	اِخْتَارُوا		
FP	اِخْتَرْنَ	تَخْتَرْنَ	تَخْتَرْنَ	تَخْتَرْنَ	اِخْتَرْنَ		
1 P	اِخْتَرْنَا	نَخْتَارُ	نَخْتَارَ	نَخْتَرْه			

Participles: مُخْتَارٌ

مُخْتَارٌ

Verbal noun: اِخْتِيَارٌ

This verb normally occurs passive only in the third-person.

Table 23. Hollow verbs: Form X. اِسْتَفَادَ (مِنْ) 'to benefit from'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اِسْتَفَادَ	يَسْتَفِيدُ	يَسْتَفِيدَ	يَسْتَفِدْ		اُسْتُفِدَ	يُسْتَفَادُ
FS	اِسْتَفَادَتْ	تَسْتَفِيدُ	تَسْتَفِيدَ	تَسْتَفِدْ			
2 MS	اِسْتَفَدْتَ	تَسْتَفِيدُ	تَسْتَفِيدَ	تَسْتَفِدْ	اِسْتَفِدْ		
FS	اِسْتَفَدْتِ	تَسْتَفِيدِينَ	تَسْتَفِيدِي	تَسْتَفِيدِي	اِسْتَفِيدِي		
1 S	اِسْتَفَدْتُ	اُسْتَفِيدُ	اُسْتَفِيدَ	اُسْتَفِدْ			
3 MD	اِسْتَفَادَا	يَسْتَفِيدَانِ	يَسْتَفِيدَا	يَسْتَفِيدَا			
FD	اِسْتَفَادَا	تَسْتَفِيدَانِ	تَسْتَفِيدَا	تَسْتَفِيدَا			
2 D	اِسْتَفَدْتُمَا	تَسْتَفِيدَانِ	تَسْتَفِيدَا	تَسْتَفِيدَا	اِسْتَفِيدَا		
3 MP	اِسْتَفَادُوا	يَسْتَفِيدُونَ	يَسْتَفِيدُوا	يَسْتَفِيدُوا			
FP	اِسْتَفَدْنَ	يَسْتَفِيدْنَ	يَسْتَفِيدْنَ	يَسْتَفِيدْنَ			
2 MP	اِسْتَفَدْتُمْ	تَسْتَفِيدُونَ	تَسْتَفِيدُوا	تَسْتَفِيدُوا	اِسْتَفِيدُوا		
FP	اِسْتَفَدْنَنَّ	تَسْتَفِيدْنَ	تَسْتَفِيدْنَ	تَسْتَفِيدْنَ	اِسْتَفِيدْنَ		
1 P	اِسْتَفَدْنَا	نَسْتَفِيدُ	نَسْتَفِيدَ	نَسْتَفِدْ			

Participles: مُسْتَفِيدٌ

مُسْتَفَادٌ

Verbal noun: اِسْتِفَادَةٌ

This verb occurs passive in the third-person masculine singular only.

Table 24. Assimilated verbs: Form I وَعَدَ (ع) ب 'to promise (s.o.) s.th.'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	وَعَدَ	يَعِدُ	يَعِدَ	يَعِدْ		وُعِدَ	يُوعَدُ
FS	وَعَدَتْ	تَعِدُ	تَعِدَ	تَعِدْ		وُعِدَتْ	تُوعَدُ
2 MS	وَعَدْتَا	تَعِدُ	تَعِدَ	تَعِدْ	عِدْ	وُعِدْتَا	تُوعَدُ
FS	وَعَدْتِ	تَعِدِينَ	تَعِدِي	تَعِدِي	عِدِي	وُعِدْتِ	تُوعَدِينَ
1 S	وَعَدْتُ	أَعِدُ	أَعِدَ	أَعِدْ		وُعِدْتُ	أُوعَدُ
3 MD	وَعَدَا	يَعِدَانِ	يَعِدَا	يَعِدَا		وُعِدَا	يُوعَدَانِ
FD	وَعَدَا	تَعِدَانِ	تَعِدَا	تَعِدَا		وُعِدَا	تُوعَدَانِ
2 D	وَعَدْتُمَا	تَعِدَانِ	تَعِدَا	تَعِدَا	عِدَا	وُعِدْتُمَا	تُوعَدَانِ
3 MP	وَعَدُوا	يَعِدُونَ	يَعِدُوا	يَعِدُوا		وُعِدُوا	يُوعَدُونَ
FP	وَعَدْنَ	يَعِدْنَ	يَعِدْنَ	يَعِدْنَ		وُعِدْنَ	يُوعَدْنَ
2 MP	وَعَدْتُمْ	تَعِدُونَ	تَعِدُوا	تَعِدُوا	عِدُوا	وُعِدْتُمْ	تُوعَدُونَ
FF	وَعَدْتُنَّ	تَعِدْنَ	تَعِدْنَ	تَعِدْنَ	عِدْنَ	وُعِدْتُنَّ	تُوعَدْنَ
1 P	وَعَدْنَا	نَعِدُ	نَعِدَ	نَعِدْ		وُعِدْنَا	نُوعَدُ

Participles: وَاعِدٌ

مَوْعُودٌ

Verbal noun: وَعْدٌ

Table 25. Assimilated verbs: Form VIII.

اتَّفَقَ عَلَى 'to agree on'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	اتَّفَقَ	يَتَّفَقُ	يَتَّفَقِ	يَتَّفَقْ		اُتَّفِقَ	يُتَّفَقُ
FS	اتَّفَعَتْ	تَتَّفَعُ	تَتَّفَعِ	تَتَّفَعْ			
2 MS	اتَّفَعْتَا	تَتَّفَعَانِ	تَتَّفَعَا	تَتَّفَعَا	اتَّفَعَا		
FS	اتَّفَعْتِ	تَتَّفَعِينَ	تَتَّفَعِي	تَتَّفَعِي	اتَّفَعِي		
1 S	اتَّفَعْتُ	أَتَّفَعُ	أَتَّفَعِ	أَتَّفَعْ			
3 MD	اتَّفَعْنَا	يَتَّفَعْنَ	يَتَّفَعُوا	يَتَّفَعُوا			
FD	اتَّفَعْنَا	تَتَّفَعْنَ	تَتَّفَعُوا	تَتَّفَعُوا			
2 D	اتَّفَعْتُمَا	تَتَّفَعَانِ	تَتَّفَعَا	تَتَّفَعَا	اتَّفَعَا		
3 MP	اتَّفَعُوا	يَتَّفَعُونَ	يَتَّفَعُوا	يَتَّفَعُوا			
FP	اتَّفَعْنَ	يَتَّفَعْنَ	يَتَّفَعْنَ	يَتَّفَعْنَ			
2 MP	اتَّفَعْتُمْ	يَتَّفَعُونَ	تَتَّفَعُوا	تَتَّفَعُوا	اتَّفَعُوا		
FP	اتَّفَعْنَ	تَتَّفَعْنَ	تَتَّفَعْنَ	تَتَّفَعْنَ	اتَّفَعْنَ		
1 P	اتَّفَعْنَا	نَتَّفَعُ	نَتَّفَعِ	نَتَّفَعْ			

Participles: مَتَّفِقٌ

مُتَّفَقٌ

Verbal noun: اِتِّفَاقٌ

This verb occurs passive in the third-person masculine singular only.

Table 26. Defective verbs: Form I. (لَقِيَ) 'to find, meet'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	لَقِيَ	يَلْقَى	يَلْقَى	يَلْقُ		لُقِيَ	يُلْقَى
FS	لَقِيَتْ	تَلْقَى	تَلْقَى	تَلُقْ		لُقِيَتْ	تُلْقَى
2 MS	لَقَيْتَ	تَلْقَى	تَلْقَى	تَلُقْ	اَلْقِ	لُقَيْتَ	تُلْقَى
FS	لَقِيتِ	تَلْقَيْنِ	تَلْقَيِ	تَلْقَيِ	اَلْقَيِ	لُقِيتِ	تُلْقَيْنِ
1 S	لَقِيتُ	أَلْقَى	أَلْقَى	أَلْقُ		لُقِيتُ	أُلْقَى
3 MD	لَقُوا	يَلْقِيَانِ	يَلْقِيَا	يَلْقَا		لُقُوا	يُلْقِيَانِ
FD	لَقِيْتَا	تَلْقِيَانِ	تَلْقِيَا	تَلْقَا		لُقِيْتَا	تُلْقِيَانِ
2 D	لَقَيْتُمَا	تَلْقِيَانِ	تَلْقِيَا	تَلْقَا	اَلْقَا	لُقَيْتُمَا	تُلْقِيَانِ
3 MP	لَقُوا	يَلْقَوْنَ	يَلْقَوْا	يَلْقَوْا		لُقُوا	يُلْقَوْنَ
FP	لَقِينَ	يَلْقَيْنِ	يَلْقَيْنِ	يَلْقَيْنِ		لُقِينَ	يُلْقَيْنِ
2 MP	لَقَيْتُمُ	تَلْقَوْنَ	تَلْقَوْا	تَلْقَوْا	اَلْقُوا	لُقَيْتُمُ	تُلْقَوْنَ
FP	لَقَيْتُنَّ	تَلْقَيْنِ	تَلْقَيْنِ	تَلْقَيْنِ	اَلْقَيْنِ	لُقَيْتُنَّ	تُلْقَيْنِ
1 P	لَقِينَا	نَلْقَى	نَلْقَى	نَلُقْ		لُقِينَا	نُلْقَى

Participles: لَاقٍ

مُلْقِيٌّ

Verbal noun: لِقَاءٌ

Table 27. Defective verbs: Form I. دَعَا (دَعَا) 'to call'

ACTIVE

PASSIVE

	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	دَعَا	يَدْعُو	يَدْعُو	يَدْعُ		دُعِيَ	يُدْعَى
FS	دَعَتْ	تَدْعُو	تَدْعُو	تَدْعُ		دُعِيتْ	تُدْعَى
2 MS	دَعَوْتُمْ	تَدْعَوْنَ	تَدْعَوْنَ	تَدْعُوا	ادْعُوا	دُعِيتُمْ	تُدْعَوْنَ
FS	دَعَوْتِ	تَدْعِينَ	تَدْعِي	تَدْعِي	ادْعِي	دُعِيتِ	تُدْعِينَ
1 S	دَعَوْتُ	أَدْعُو	أَدْعُو	أَدْعُ		دُعِيتُ	أُدْعَى
3 MD	دَعَوْا	يَدْعَوْنَ	يَدْعَوْنَ	يَدْعُوا		دُعِيا	يُدْعَوْنَ
FD	دَعَا	تَدْعَوْنَ	تَدْعُوا	تَدْعُوا		دُعِيتَا	تُدْعَوْنَ
2 D	دَعَوْتُمَا	تَدْعَوْنَ	تَدْعُوا	تَدْعُوا	ادْعُوا	دُعِيتُمَا	تُدْعَوْنَ
3 MP	دَعَوْا	يَدْعُونَ	يَدْعُوا	يَدْعُوا		دُعُوا	يُدْعُونَ
FP	دَعَوْنَ	يَدْعُونَ	يَدْعُونَ	يَدْعُونَ		دُعِينَ	يُدْعُونَ
2 MP	دَعَوْتُمْ	تَدْعُونَ	تَدْعُوا	تَدْعُوا	ادْعُوا	دُعِيتُمْ	تُدْعُونَ
FP	دَعَوْتُنَّ	تَدْعُونَ	تَدْعُونَ	تَدْعُونَ	ادْعُونَّ	دُعِيتُنَّ	تُدْعُونَ
1 P	دَعَوْنَا	نَدْعُو	نَدْعُو	نَدْعُ		دُعِينَا	نُدْعَى

Participles: دَاعٍ

مَدْعُو

Verbal noun: دُعَاءٌ

Table 28. Defective verbs: Form I. بَنَى 'to build'

ACTIVE						PASSIVE	
	Perfect	Indicative	Subjunctive	Jussive	Imperative	Perfect	Indicative
3 MS	بَنَى	يَبْنِي	يَبْنِي	يَبْنِ		بُنِيَ	يُبْنَى
FS	بَنَتْ	تَبْنِي	تَبْنِي	تَبْنِ		بُنِيتْ	تُبْنَى
2 MS	بَنَيْتَ	تَبْنِي	تَبْنِي	تَبْنِ	ابْنِ	بُنِيتَ	تُبْنَى
FS	بَنَيْتِ	تَبْنِينَ	تَبْنِي	تَبْنِي	ابْنِي	بُنِيتِ	تُبْنِينَ
1 S	بَنَيْتُ	أَبْنِي	أَبْنِي	أَبْنِ		بُنِيتُ	أُبْنَى
3 MD	بَنُوا	يَبْنِيَانِ	يَبْنِيَا	يَبْنِيَا		بُنُوا	يُبْنِيَانِ
FD	بَنَتَا	تَبْنِيَانِ	تَبْنِيَا	تَبْنِيَا		بُنِيَتَا	تُبْنِيَانِ
2 D	بَنَيْتُمَا	تَبْنِيَانِ	تَبْنِيَا	تَبْنِيَا	ابْنِيَا	بُنِيتُمَا	تُبْنِيَانِ
3 MP	بَنَوْا	يَبْنُونَ	يَبْنُوا	يَبْنُوا		بُنُوا	يُبْنُونَ
FP	بَنَيْنَ	يَبْنِينَ	يَبْنِينَ	يَبْنِينَ		بُنِينَ	يُبْنِينَ
2 MP	بَنَيْتُمْ	تَبْنُونَ	تَبْنُوا	تَبْنُوا	ابْنُوا	بُنِيتُمْ	تُبْنُونَ
FP	بَنَيْتُنَّ	تَبْنِينَ	تَبْنِينَ	تَبْنِينَ	ابْنِينَ	بُنِيتُنَّ	تُبْنِينَ
1 P	بَنَيْنَا	نَبْنِي	نَبْنِي	نَبْنِ		بُنِينَا	نُبْنَى

Participles: بَانٍ

مَبْنِيٌّ

Verbal noun: بِنَاءٌ ، بُنْيَانٌ

All derived defective verbs are conjugated like this verb.

APPENDIX II

DAYS AND MONTHS

A. Days of the Week

* Sunday	الأحد
* Monday	الاثنين
* Tuesday	الثلاثاء
* Wednesday	الأربعاء
* Thursday	الخميس
* Friday	الجمعة
* Saturday	السبت

أَيَّامُ الأسبوع

B. Months of the Year

شُهورُ السَّنَةِ

1. Western Calendar:

Used in Iraq and the Levant

Used in Egypt and North Africa

* January	كانون الثاني	يناير
* February	شباط	فبراير
* March	آذار	مارس
* April	نيسان	إبريل
* May	أيار	مايو
* June	حزيران	يونيو
* July	تموز	يوليو
* August	آب	أغسطس
* September	أيلول	سبتمبر
* October	تشرين الأول	أكتوبر
* November	تشرين الثاني	نوفمبر
* December	كانون الأول	ديسمبر

2. Islamic Calendar (Lunar Year)

١٧	-	مُحَرَّم
٢٤	-	صَفَر
٣١	-	رَبِيعُ الْأَوَّلِ
٤١	-	رَبِيعُ الثَّانِي
٥١	-	جُمَادَى الْأَوَّلِ
٦٧	-	جُمَادَى الْآخِرِ
٧٧	-	رَجَب
٨٧	-	شَعْبَانَ
٩٧	-	رَمَضَانَ
١٠٧	-	شَوَّال
١١٧	-	ذُو الْقَعْدَةِ
١٢٧	-	ذُو الْحِجَّةِ

*C. Seasons of the Year

* Spring

* Summer

* Fall

* Winter

فُصُولُ السَّنَةِ

الرَّبِيعُ

الصَّيْفُ

الْخَرِيفُ

الشِّتَاءُ

Included are the Arab states, with their official names in parentheses, the capital city, and their major cities, including cities mentioned in this book. All names are feminine except those marked (m.).

- * * (m.) Jordan (The Hashemite Kingdom of (الْمَمْلَكَةُ الْأُرْدُنِيَّةُ الْهَاشِمِيَّةُ) Jordan)
- * Amman (capital) عَمَّانُ
- * Petra البَتْرَاءُ
- * Jerash جَرَشُ
- * United Arab Emirates:
- ↓ Abu Dhabi أَبُو ظَبْيٍ
- ↓ Dubai دُبَيّ
- ↓ Ras Al Khaima رَأْسُ الْخَيْمَةِ
- ↓ Al-Sharja الشَّارِقَةُ
- ↓ Ajman عَجْمَانُ
- ↓ Fujaira الْفُجَيْرَةُ
- ↓ Umm Al Qiwain أُمُّ الْقِيَوَيْنِ
- * Abu Dhabi (capital) أَبُو ظَبْيٍ
- * Bahrain (The State of Bahrain) الْبَحْرَيْنِ (دَوْلَةُ الْبَحْرَيْنِ)
- * Manama (capital) الْمَنَامَةُ
- * Tunisia (The Tunisian Republic) تُونِسُ (الْجُمْهُورِيَّةُ التُّونِسِيَّةُ)
- * Tunis (capital) تُونِسُ
- ↓ Carthage قَرْطَاجَةُ ، قَرْطَاجَةُ
- * Algeria (The Algerian Popular Democratic Republic) الْجَزَائِرُ (الْجُمْهُورِيَّةُ الْجَزَائِرِيَّةُ الدِّيمُقْرَاطِيَّةُ الشَّعْبِيَّةُ)
- * Algiers (capital) الْجَزَائِرُ
- ↓ Constantine الْقُسْطَنْطِينَةُ
- * Saudi Arabia (The Saudi Arabian Kingdom) السَّعُودِيَّةُ (الْمَمْلَكَةُ الْعَرَبِيَّةُ السَّعُودِيَّةُ)
- * Riyadh (capital) الرِّيَاضُ
- ↓ Jidda جِدَّةُ
- ↓ Dhahran الظُّهْرَانُ

✓ Medina Mecca	الْمَدِينَةُ مَكَّةُ
* (m.) Sudan (The Democratic Republic of the Sudan)	السُّودَانُ (جُمْهُورِيَّةُ السُّودَانِ الْدِّيمُقْرَاطِيَّةُ)
* Khartoum (capital) Omdurman	الْخَرْطُومُ أَمْ دُرْمَانُ
* Syria (The Syrian Arab Republic)	سُورِيَا ، سُورِيَّةُ (الْجُمْهُورِيَّةُ الْعَرَبِيَّةُ السُّورِيَّةُ)
* Syria * Damascus (capital) Palmyra Aleppo Hama Homs	الشَّامُ ، بِلَادُ الشَّامِ دِمَشْقُ ، دِمَشْقُ الشَّامِ ، الشَّامُ تَدْمُورُ حَلَبُ حَمَاهُ حَمَّصُ
* Somalia (Somali Democratic Republic)	الصُّومَالُ ، صُومَالِيَا (الْجُمْهُورِيَّةُ الْدِّيمُقْرَاطِيَّةُ الصُّومَالِيَّةُ)
* Mogadishu (capital)	مُوغَادِيْشُو ، مَقْدِيْشُو ، مَقْدِيْشُو
* (m.) Iraq (The Iraqi Republic)	الْعِرَاقُ (الْجُمْهُورِيَّةُ الْعِرَاقِيَّةُ)
* Baghdad (capital) ✓ Arbil ✓ Basra ✓ Kerkuk ✓ Kufa ✓ Mosul	بَغْدَادُ أَرْبِيلُ الْبَصْرَةُ كَرْكُوكُ الْكُوفَةُ الْمُوسُلُ
* Oman (Sultanate of Oman) * Muscat (capital)	عُمَانُ (سُلْطَنَةُ عُمَانِ) مَسْقَطُ
* (m.) Morocco (The Kingdom of Morocco)	الْمَغْرِبُ (الْمَمْلَكَةُ الْمَغْرِبِيَّةُ)
* Rabat (capital) * Casablanca * Tangiers * Fez * Marrakesh	الرِّبَاطُ الْدَّارُ الْهَيْضَاءُ طَنْجَة فَاسُ مَرَّاكِشُ

* Palestine

Bethlehem

* Jerusalem

Nazareth

فِلَسْطِينُ
بَيْتَ لَحْمَ
أَلْقُدْسُ
أَلْنَّاصِرَةُ

* Qatar (The State of Qatar)

'Doha (capital)

قَطَرُ (دَوْلَةُ قَطَرِ)
أَلدَّوْحَةُ

* Kuwait

* Kuwait City (capital)

أَلْكُوَيْتُ (دَوْلَةُ الْكُوَيْتِ)
أَلْكُوَيْتُ

* (m.) Lebanon (The Republic of Lebanon)

* Beirut (capital)

Baskinta

✓ Baalbak

Sidon

Tyr

Tripoli

لُبْنَانُ (أَلْجُمْهُورِيَّةُ اللَّهْنَانِيَّةُ)

بَيْرُوتُ

بَسْكَنْتَا

بَعْلَبَكُ

صَيْدَا

صُورُ

طَرَابُلُسُ (طَرَابُلُسُ الشَّامِ)

* Libya (Libyan Arab Republic)

* Benghazi (capital)

* Tripoli (capital)

لِيْبِيَا (أَلْجُمْهُورِيَّةُ الْعَرَبِيَّةُ اللَّيْبِيَّةُ)

بَنْغَازِي

طَرَابُلُسُ (طَرَابُلُسُ الْغَرْبِ)

* Egypt (The Arab Republic of Egypt)

* Cairo (capital)

Alexandria

Aswan

Port Said

Suez

Luxor

مِصْرُ (جُمْهُورِيَّةُ مِصْرَ الْعَرَبِيَّةِ)

أَلْقَاهِرَةُ

أَلْأَسْكَنْدَرِيَّةُ

أَسْوَانُ

بُورِ سَعِيدَ

أَلْسُوَيْسُ

أَلْأَقْصَرُ

* Mauritania (The Islamic Republic of Mauritania)

* Nouakchott (capital)

مُورِيْتَانِيَا (أَلْجُمْهُورِيَّةُ الْإِسْلَامِيَّةُ

الْمُورِيْتَانِيَّةُ)
نُؤَاكْشُوتُ ، نُواخْشُوتُ

* (South) Yemen (The People's Democratic Republic of Yemen)

* Aden (capital)

* Medina Al-Shaab (capital)

أَلْيَمَنُ (أَلْجُمْهُورِيَّةُ)
أَلْيَمَنُ الدِّيمُقْرَاطِيَّةُ الشَّعْبِيَّةُ (جُمْهُورِيَّةُ)

عَدَنُ

مَدِينَةُ الشَّعْبِ

* (North) Yemen (The Yemen Arab Republic)

أَلْيَمَنُ (الشَّالِيَّةُ) (الْجُمْهُورِيَّةُ
الْعَرَبِيَّةُ الْيَمَنِيَّةُ)

* Sanaa (capital)

صَنَعَاءُ

✓ Taizz

تَعِزُّ

APPENDIX IV

ADJECTIVES BY LESSON

Lesson 1.	أَوَّلٌ	first
	أَسَاسِيٌّ	basic
Lesson 2.	الثَّانِي	the second
Lesson 3.	ثَالِثٌ	third
	عَرَبِيٌّ - عَرَبٌ	Arabic, Arabian, Arab
	جَدِيدٌ	new
Lesson 4.	رَابِعٌ	fourth
	مَوْجُودٌ	present
	بَعِيدٌ (مِنْ)	far (from)
Also:	بَخِيرٌ	(prep. phrase) fine, well
Lesson 5.	خَامِسٌ	fifth
nisba	وَطَنِيٌّ	national, nationalistic
	زَائِرٌ	visiting
	قَدِيمٌ	old, ancient
	حَدِيثٌ	modern, new
	أَمْرِيكِيٌّ	American
	أَجْنَبِيٌّ	foreign
	فَرَنْسِيٌّ	French
	كَبِيرٌ	big, large
	قَرِيبٌ (مِنْ)	near (to)
Lesson 6.	سَادِسٌ	sixth
	لُغَوِيٌّ	linguistic, language
	إِنْكِلِيزِيٌّ	English
	ثَانَوِيٌّ	secondary
	سَنَوِيٌّ	yearly, annual
Lesson 7.	سَابِعٌ	seventh
	خَاصٌّ	special, private
Lesson 8.	ثَامِنٌ	eighth
	جُدُدٌ	new (plural)
Lesson 9.	تَاسِعٌ	ninth
	نِسَائِيٌّ	female, womanly, women's
Also:	بَعْضٌ	(noun) some
	كُلٌّ	(noun) all; each; the whole
Lesson 10.	عَاشِرٌ	tenth
	ذَاهِبٌ - وَنٌ	going

L. 10 (con't.)	قَصِيرٌ - قِصَارٌ	short
Lesson 11.	الحَادِي عَشَرَ بَلَدِي	the eleventh native, indigenous, home (not alien)
Lesson 12.	الثَّانِي عَشَرَ	the twelfth
Lesson 13.	عَزِيزٌ - أُعِزُّوا	dear
	مَدَنِيٌّ	city-dwelling, urban; civilized
	قَادِمٌ - وَن	coming; next (week, etc.)
	مُخْلِصٌ - وَن	sincere
	مُشْتَاقٌ إِلَى	longing for, looking forward to
Lesson 14.	سِيَاسِيٌّ	political
	حَاضِرٌ - وَن	present, current
Lesson 15.	مُسْتَعِدٌ - وَن (ل)	ready, prepared (for)
	سَهْلٌ (عَلَى)	easy (for)
	فِكْرِيٌّ	mental, intellectual, speculative
	جَمِيلٌ - وَن	beautiful, handsome
	أَخِيرٌ	last, latest; final; recent
Also:	مُعْظَمٌ	(noun) most (of)
Lesson 16.	هَامٌ	important
	عَالِيَةٌ	(f.) high
Lesson 17.	آخَرٌ - وَن	other; another
	أُخْرَى - أُخْرَيَاتٌ	fem. of آخر
Lesson 18.	طَوِيلٌ - طَوَالٌ	long; tall
	كَبِيرٌ - كِبَارٌ ، كِبَرَاءٌ	big; old (person)
	عَظِيمٌ - عِظَامٌ ، عُظْمَاءٌ	great, huge, grand, enormous
	صَغِيرٌ - صِغَارٌ	little, small, young (person)
	كَثِيرٌ - وَن ، كِثَارٌ	much; many
Lesson 19.	بَدَوِيٌّ	bedouin
	صَحْرَاوِيٌّ	desert, desolate
	حَيَوِيٌّ	lively, vital
Lesson 20.	None	
Lesson 21.	رَئِيسِيٌّ	main, chief, principal, leading
Lesson 22.	مُسَاوِيَةٌ (ل)	(f.) equal (to)
	صَعْبٌ - صِعَابٌ	difficult, hard
	اجْتِمَاعِيٌّ	sociological, societal, social
Lesson 23.	مُسْلِمٌ - وَن	Muslim
	قَوْمِيٌّ	national(ist), nationalistic

Lesson 24.	دُولِيّ	international
	ثَوْرِيّ	revolutionary
Lesson 25.	عَرِيْبٌ - عُرْبًا	strange
	يَدَوِيّ	manual
Lesson 26.	فَنِّيّ	artistic(al); technical; professional
	حَبِيْبٌ - أَجْبًا	beloved, dear
Also:	غَالِبٌ	(AP) most of (with foll. genitive)
Lesson 27.	سَعِيْدٌ - سَعْدًا (ب)	happy (about, at, with)
	مَنْتَشِرٌ	scattered, spread out, widespread, prevailing
	أَخَوِيّ	brotherly, fraternal
	حَاصِلٌ - وَنَ عَلَى	having obtained
	سَاكِنٌ - وَنَ	living (in a place), dwelling, residing
	صَحْفِيّ	journalistic
	مُقْبِلٌ - وَنَ عَلَى	approaching; embarking on; devoting o.s. to
	مُخْتَلِفٌ - وَنَ (عَن ، مِّن)	differing, different (from)
	خَارِجِيّ	external, outer
	أَبَوِيّ	fatherly, paternal
Also:	نَفْسٌ أَلْ	(noun) the same
Lesson 28.	مُتَنَاوِلٌ - وَنَ	dealing with, treating
	مُظْهِرٌ - وَنَ	showing, demonstrating; revealing
	مُتَأَكِّدٌ - وَنَ (مِّن)	certain, convinced (of)
	مَعْرُوفٌ (وَنَ) (ب)	known; well-known, famous (for)
Also:	جَمِيعٌ	(noun) all
Lesson 29.	مِيلَادِيّ	A.D., of the Christian era
	قَبِيْحٌ - قَبَاحٌ	ugly
Lesson 20.	عَامِيّ	common, popular; colloquial
	مُسْتَحْدَمٌ - وَنَ	used, utilized
	رَسْمِيّ	official; formal
	مُتَّبَعٌ - وَنَ	followed, observed, adhered to
	مُتَّفَقٌ عَلَيْهِ	agreed upon (m.s.)
Lesson 31.	قَلِيْلٌ - قَلَايِلٌ ، قِلَالٌ	few, small (in number), scant
	نَاثِمٌ - وَنَ	asleep, sleeping
	مُتَأَخِّرٌ - وَنَ	delayed, late
Lesson 32.	عَنِيّ - أَغْنِيَا (ب)	rich, wealthy (in)
	فَقِيْرٌ - فُقْرَاءُ (فِي)	poor (in)

L. 32 (con't.)	مُقيمٌ - ون (في)	residing, living (in)
	مُمْتَازٌ - ون	excellent,
Lesson 33.	صَحِيحٌ - صَحَاحٌ	right, true, correct
Also:	كِلَا (كِلْتَا)	(noun) both
AP Lesson 34.	واضحٌ	clear, evident
	مايٌتٌ	dying
	عائِشٌ	living, alive
Lesson 35.	مُقَدَّسٌ - ون	holy, sacred
	حَسَنٌ - حِسانٌ	good, fine, excellent, beautiful
	ماضيٌ - ماضونٌ	past, last (time)
	مَسِيحِيٌّ - ون	Christian
	يَهُودِيٌّ - يَهُودٌ	Jewish
	تالٍ	following, subsequent, next
	عامٌ	general, common
Lesson 36.	مَلِكِيٌّ - ون	royal; royalist
	أَحْمَرٌ (حَمْرَاءُ) حَمْرٌ	red
	حاكِمٌ - ون	governing; ruling
Lesson 37.	سائدٌ - ون	prevailing
	مَسْئُولٌ - ون (عن)	responsible (for)
	قَوِيٌّ - أَقْوِيَاءُ	strong, powerful
	مُسَمًّى - ون	named, called
	مُتَسَاوٍ - ون (ل)	equal, equivalent, similar (to)
	مُسْتَقِلٌّ - ون	independent
Lesson 38.	واسِعٌ - ون	wide, spacious; extensive
	آخِرٌ - ون ، أَوَاخِرُ	last, final; latter; (foll. by noun of time) the latter part of, the end of
	مُكَافِحٌ - ون	fighting, combatting
	قائِمٌ - ون	standing; existing
	مَرْكَزِيٌّ - ون	central
	مَحَلِّيٌّ - ون	local; indigenous; native
Lesson 39.	مُخْتَلِفٌ	(with foll. genitive) various
Lesson 40.	جَيِّدٌ - جَيَّادٌ	good; excellent
	مَفْقُودٌ - ون	missing, lost
	مَفْتُوحٌ	opened, open
	مَفْهُومٌ	understood
	عَمِيقٌ	deep, profound

L. 40 (con't.)	مُدْهِشٌ - وَن	surprising, astonishing, amazing
Also:	عَلَى حَقٍّ	(prep. phrase) (to be) right
Lesson 41.	وَاقِعٌ	located, situated
	حَالِيٌّ - وَن	present, current
	سَيِّئٌ - وَن	bad, evil
	مَقْبُولٌ - وَن	acceptable
	مَسْرُورٌ - وَن (هـ)	glad, happy, delighted (at), pleased (with)
Lesson 42.	نَبَوِيٌّ	prophetic; pertaining to the Prophet Muhammad
Lesson 43.	مُهِّمٌ	important, significant
	وَاقِفٌ - وَن	standing
	جَالِسٌ - وَن	sitting
	عَجِيبٌ - وَن	strange, odd
Lesson 44.	دُنْيَوِيٌّ ، دُنْيَاوِيٌّ	worldly, secular, temporal
	صَابِرٌ	patient, forbearing, steadfast
	سَاكِتٌ	silent, quiet; calm
	غَاظِبٌ - وَن	angry; annoyed
	طَالِقٌ	(f.) divorced
	شَاعِرٌ (هـ)	feeling, perceiving, sensing (s.th.)
Lesson 45.	نَصْرَانِيٌّ - نَصَارَى	Christian
	صَابِيٌّ - وَن	Sabian
	صَالِحٌ - وَن	good, righteous, pious
	غَالِبٌ - وَن	winning; conquering
	كَرِيمٌ - كَرَمَاءُ ، كِرَامٌ	noble; generous

Particles are words that show no inflection for case regardless of their syntactic function in the sentence. For example, **الآن** 'now' remains unchanged in

وَصَلُوا الآنَ . 'They arrived (just) now.'

where it modifies the verb; in

لِنَتَّعَاوُنْ كُلُّ التَّعَاوُنِ بَعْدَ الآنَ . 'Let's cooperate fully from now on.'

where it is the object of a preposition, and in

الْإِمْتِحَانُ الآنَ يَا خَلِيلُ . 'The exam is (right) now, Khalil.'

where it is a predicate. Nouns or adjectives, on the other hand, do show case inflections according to their function; for example **الْيَوْمُ** 'today' in

وَصَلَ الْيَوْمَ 'He arrived today.'
مُنْذُ الْيَوْمِ 'from today on'

is accusative as a modifier of the verb but is genitive as the object of a preposition. Since nouns and adjectives perform some of the functions of particles, such words will also be listed here but after the heading "Also:".

The particles are subdivided according to their syntactic function. Further information about their meanings, forms, or uses can be obtained from the Arabic-English Glossary or from the Grammatical Notes.

PARTICLES

1. Adverbs

هَـٰنَا	'here'	Also:	أَلْيَوْمَ	'today'
هَـٰنَاكَ	'there'		أَللَّيْلَةَ	'tonight'
مَعًا	'together'		غَدًا	'tomorrow'
الآنَ	'now'		صَبَاحًا	'in the morning'
أَمْسَـًى	'yesterday'		مَسَاءً	'in the evening'
مِنْ قَبْلُ	'before, earlier'		أَحْيَانًا	'sometimes'
ثُمَّ	'then'		جِدًّا	'very'
مِنْ ثَمَّ	'thereupon'		كَثِيرًا	'a lot; often'
بَعْدُ	'afterward, later'		دَائِمًا	'always'
إِذَا ، إِذْنُ	'then, in that case'		قَدِيمًا	'formerly; of old'
فَقَطْ	'only'		مُطْلَقًا	'absolutely'
أَيْضًا	'also'		عَادَةً	'usually'
حَتَّى	'even'		خَاصَّةً	'especially'
بَعْدَ ذَلِكَ	'after that'		عَامَّةً	'generally'
عِنْدَ ذَلِكَ	'at that time'		قَرِيبًا	'soon'
حِينَ ذَلِكَ	'at that time'		طَوِيلًا	'at length'
سَاعَتِ ذَلِكَ	'at that time'		أَخِيرًا	'recently'
يَوْمَ ذَلِكَ	'on that day'		حَقًّا	'truly'
وَقْتُ ذَلِكَ	'at that time'		عَوَضًا عَنْ	'instead of'
			مَثَلًا	'for example'
			كَذَلِكَ	'likewise; also'
			لِذَلِكَ	'therefore'

2. Conjunctions

وَ	'and'	أَنَّ	'that'
فَ	'and, and so'	إِنَّ	'that'
وُ	'while, as' (haal)	أَنْ	'that'
أَوْ	'or'	مَا	(nominalizer) 'that'
أَمْ	'or'	إِنْ	'if'
أَمَّا .. فَ	'as for'	إِذَا	'if'
أَيْ	'that is to say'	لَوْ	'if'
بَلْ	'but, rather'	حَتَّى	'until'
إِنَّمَا	'but, on the contrary'	إِلَى أَنْ	'until'
لَعَلَّ	'perhaps'	كَيْ	'in order that'
لَكِنْ	'but'	لِ	'in order that'
لَكِنْ	'but'	لِكَيْ	'in order that'
لِأَنَّ	'because'	لِأَنَّ	'in order that'
كَأَنَّ	'as, as if'	حَتَّى	'in order that'
كَمَا	'as, and also'	كَيْلَا	'in order that not'
مِثْلَمَا	'as, just as'	لِكَيْلَا	'in order that not'
لَمَّا	'when'	لِئَلَّا	'in order that not'
حَيْثُ	'where'	بَعْدَ أَنْ	'after'
مُنْذُ	'since'	قَبْلَ أَنْ	'before'
Also: حِينَ	'when'		
عِنْدَمَا	'when'		
كَمَا	'as, and also'		
مِثْلَمَا	'as'		

3. Exceptive

إِلَّا 'except'

4. Intensifying

إِنَّ 'indeed, verily'

لَ 'indeed, truly'

5. Interjections

نَعَمْ 'yes'

Also: طَبَعًا 'of course!'

لا 'no'

مَا (أَعْجَبَ) 'how (strange)...!'

يَا لَهُ مِنْ 'what a...he is!'

أُف (expression of anger or displeasure)

6. Interrogatives

أَ (sign of question)

Also: مَنْ 'who?'

هَلْ (sign of question)

مَا 'what?'

أَيْنَ 'where?'

مَاذَا 'what?'

مَتَى 'when?'

أَيُّ 'which?'

كَيْفَ 'how?'

كَمْ 'how much? how many?'

لِمَاذَا 'why?'

7. Negatives

لا 'no; not'

Also: غَيْرٌ 'non-' (noun)

مَا 'not'

عَدَمٌ 'non-' (noun)

لَنْ 'will not'

لَيْسَ 'is not' (verb)

لَمْ 'did not'

8. Prepositions

بِ	'in; by (means of); for (price)'	Also:	بَعْدَ	'after'
فِي	'in'		قَبْلَ	'before'
لِ	'to, for, of'		فَوْقَ	'over, above'
كَ	'like, as'		تَحْتَ	'under, below'
مَعَ	'with; in spite of'		وَرَاءَ	'behind'
مِنْ	'from'		وَسْطَ	'amidst'
عَنْ	'from; concerning'		أَمَامَ	'in front of'
إِلَى	'to'		عِنْدَ	'at (time or place)'
عَلَى	'on'		أُثْنَاءَ	'during'
لَدَى	'at (time or place of)'		خِلَالِ	'during'
سِوَى	'except'		خَارِجَ	'outside of'
حَتَّى	'up to, as far as'		دَاخِلَ	'inside of'
وِ	'by' (oaths)		دُونَ	'without'
			بِدُونِ	'without'
			مِثْلَ	'like'
			بَيْنَ	'between, among'
			حَوْلَ	'about, concerning, approximatly'
			قُرْبَ	'near, in the vicinity of'
			بِسَبَبِ	'because of'
			بِشَأْنِ	'concerning'

9. Verbal

لِ	(indirect command) 'let...'
سَوْفَ	'will, going to...'
سَ	'will, going to...'
قَدْ	(with perfect tense) 'has (done), had (done),' etc. (with imperfect indicative) 'perhaps, sometimes'
إِيَّا-	(sign of pronominal direct object)

10. Vocative

يَا	'O'
أَيُّهَا (أَيْتَهَا)	'O'
أَيُّهَا	'O'

Listed below are all verbs found in this book, listed by lesson in order of occurrence. They are arranged vertically by Form number (Q = quadriliteral) and horizontally by root-type. All verbs are given in their citation form (3 MS Perfect) unless that form does not normally occur. Parentheses () indicate an active verb that occurs only in the form given as of that lesson; its complete paradigm will be given in a subsequent lesson. Inactive vocabulary items (words that occur only in grammatical notes or are glossed in the margins of Arabic texts) are marked by an asterisk *; an inactive verb is repeated in the lesson in which it becomes active. Verbs are not repeated in subsequent lessons if they are used in additional meanings. Verbs are given with their characteristic prepositions; verb-preposition idioms are listed separately from the corresponding verbs used without prepositions.

VERBS BY LESSON AND TYPE

	Form	Strong	Doubled	Assimilated	Hollow	Defective
Lesson 4					لَيْسَ	
Lesson 6 Perfect 3s	I II VIII	دَرَسَ رَجَعَ حَضَرَ إِلَى دَرَسَ إِنْتَقَلَ				
Lesson 7	I III IV V	بَدَأَ قَرَأَ تَابَعَ أَكْمَلَ تَعَلَّمَ				
Lesson 8 Perfect plural	IV VIII X	أَصْدَرَ اسْتَمَعَ لـ اسْتَقْبَلَ				
Lesson 9 Perfect plural	I III	فَعَلَ شَرِبَ ذَهَبَ أَكَلَ شَاهَدَ				
Lesson 10	I IV	تَرَكَ أَعَدَّ *			* حَانَ	
Lesson 11 Jussive singular	I III	عَمِلَ حَصَلَ عَلَى سَافَرَ			(كَانَ)	
Lesson 12 Jussive plural	I IV V	سَأَلَ سَمِعَ لـ أَعْجَبَ أَخْبَرَ بـ تَحَدَّثَ (إِلَى)			(قَالَ)	

	Form	Strong	Doubled	Assimilated	Hollow	Defective
Lesson 13 Imperfect Indicative Singular	I IV	بَحَثَ - عَنْ سَكَنَ - كَتَبَ - ذَكَرَ - أَرْسَلَ -				
Lesson 14 Imperfect Indicative Plural	I III	بَحَثَ - نَقَلَ - نَشَرَ - سَمِعَ - (بـ) حَضَرَ - قَابَلَ -				
Lesson 15	I	شَمَلَ -				
Lesson 16	I II	عَمِلَ - عَلَى خَمِدَ - شَكَرَ - سَلِمَ - شَهِدَ - خَدَمَ - قَدَمَ -		* وَصَلَ	* عَادَ * زَارَ	* بَنَى * بَقِيَ
Lesson 17	I II	* صَدَقَ * كَسَرَ * كَذَبَ * قَتَلَ * خَرَجَ * عَلِمَ * سَمِعَ * رَجَعَ * صَدَقَ * كَسَرَ * مَرَضَ * كَذَبَ * قَتَلَ * سَلَّمَ عَلَى	حَدَدَ قَرَرَ		عَيْنَ * خَفِيَ * عَيْدَ	* سَمَى

	Form	Strong	Doubled	Assimilated	Hollow	Defective
Lesson 18 Form III	I III VIII	بَدَلَ ُ سَاعَدَ شَارَكَ فِي حَاضَرَ إِعْتَمَدَ عَلَى		*تَفَعَّ		
Lesson 19 Form IV	I II IV VIII	رَجَلَ ُ رَجَبَ ُ *فَضَّلَ (على) أَظْهَرَ أَقْبَلَ عَلَى أَسْرَعَ إِلَى أَكْرَمَ إِخْتَلَفَ (عن)				
Lesson 20 Subjunctive Form V Form VI	I II III V VI	نَظَرَ ُ فِي عَرَفَ ُ طَلَبَ ُ *عَلِمَ *مَكَّنَ مِنْ *كَلَّمَ *عَاوَنَ *قَابَلَ *تَمَكَّنَ مِنْ تَكَلَّمَ تَقَدَّمَ تَقَدَّمَ ُ *تَقَرَّرَ *تَمَصَّرَ *تَعَلَّقَ ُ *تَقَابَلَ *تَرَاوَعَا				
Lesson 21 Dual Form VII Form VIII	I	عَقَدَ ُ *صَرَفَ ُ *قَصَرَ ُ *سَجَبَ ُ *فَتَحَ ُ	*صَرَّ ُ		*زَادَ ُ	*تَجَرَّى ُ *رَعَا ُ *لَفِيَ ُ

	Form	Strong	Doubled	Assimilated	Hollow	Defective
(Lesson 21)		* كَسَرَ > * تَبَعَ > * صَدَمَ >		* وَصَلَ > * وَجَدَ >		
		* جَمَعَ > * عَمِدَ > * نَقَلَ > * طَلَعَ > * شَارَ > * ظَلَمَ > * خَتَمَ > * أَمَرَ >				
	II	أَثَرَ عَلَى				
	VII	أَنْصَرَفَ أَنْعَقَدَ * أَنْقَطَعَ * أَنْكَسَرَ * أَنْسَحَبَ * أَنْفَتَحَ * أَنْتَجَبَ * اِعْتَبَرَ * اجْتَمَعَ * اِنْتَظَرَ * اخْتَلَفَ * اِدَّكَرَ * اِتَّبَعَ * اِفْتَتَحَ * اِعْتَرَفَ * اِصْطَدَمَ * اِطَّلَعَ * اِشَّارَ				
	VIII		* اِضْطَرَّ	* اِتَّصَلَ > * اِتَّحَدَ >	* اِزْدَادَ	* اِدَّعَى * اِلْتَقَى

	Form	Strong	Doubled	Assimilated	Hollow	Defective
(Lesson 21)		* اِخْتَتَمَ * اِسْتَمَرَ * اِظْلَمَ * اِتَّحَدَ				
Lesson 22	I II III IV V VIII	مَنْحَ - جَمَعَ - بين طَالِبٌ - أَصْحَ تَصَرَّفَ تَقَدَّمَ إِعْتَقَدَ	(ظَلَّ) - حَقَّقَ	(يَجِبُ)	زَالَ -	* بَقِيَ
Lesson 23	I IV V VIII	فَتَحَ - جَمَعَ - حَدَّمَ * حَكَّمَ * أَنْشَأَ تَأَثَّرَ - إِحْتَرَمَ			تَطَوَّرَ	* يَقُولُ
Lesson 24	I II IV	حَكَّمَ - رَبَطَ - بين خَفَرَ - نَجَحَ - عَرَبَ * حَسَنَ * نَجَدَ * فَهِمَ * خَلَفَ * قَصَرَ * أَشْرَفَ على أَعْمَلَ * أَجَرَ * أَفْهَمَ *		* وَطَنَ - * أَعَدَّ	* عَادَ - * أَعَانَ * * أَفَانَ * * أَعَارَ *	* نَشَى -

	Form	Strong	Doubled	Assimilated	Hollow	Defective
(Lesson 24)	V VIII IX X	* إِحْمَرَّ * اسْتَعْرَبَ * اسْتَحْسَنَ * اسْتَنْجَدَ * اسْتَأْجَرَ * اسْتَفْهَمَ * اسْتَخْلَفَ * اسْتَحْجَرَ * اسْتَعْمَلَ		* اسْتَوْطَنَ * اسْتَوَزَرَ	* اسْوَدَّ * اِحْوَلَ * اسْتَفَادَ * اسْتَعَادَ * اسْتَعَارَ	* اِنْتَهَى
Lesson 25 Imperative	I II III	مَنْعَ - جَعَلَ - حَكَمَ - على أَخَذَ - مَدَحَ - فَرَضَ - على أَجَلَ فَتَشَ عَنْ			قاوم	* رَجَا - * أَدَّى
Lesson 26	I II IV V VI VII	رَغِبَ - في عَلِمَ - (ب) فَكَّرَ تَرَأْسَلَ اِنْقَطَعَ	(أَحَبَّ، أَحَبَّ)		(قَالَ، يَقُولُ) (عَادَ -) * غَيْرَ تَزَوَّجَ	
Lesson 27 AP: I	I III IV	خَرَجَ - رَأْسَلَ صَادَقَ أَخْرَجَ				

	Form	Strong	Doubled	Assimilated	Hollow	Defective
Lesson 28 AP: Derived	I III IV V VIII	* فَقَدَ = حَمَلَ = حَافِظًا عَلَى أَخْلَصَ لـ أَسْلَمَ تَأَكَّدَ مِنْ تَطَلَّبَ إِنْتَشَرَ		(وَصَلَ =)	* جَاءَ فِي * قَامَ =	
Lesson 29 Passive: Perfect QUADRI- LITERALS	I II III IV V VI X Q I Q II	ذَهَبَ = صَحِكَ = عُرِفَ = رَسِمَ = * طُرِدَ = * غَيَّرَ * طَوَّرَ * زَوَّجَ * بَارَكَ * أَنْتَجَ * تَغَيَّرَ * تَطَوَّرَ * تَبَارَكَ * اسْتَنْبَطَ سَيَّطَرَ عَلَى تَرْجَمَ * تَأَمَّرَ * تَشَيَّطَ * تَفَلَّسَ		وُلِدَ	* تَجَوَّلَ	* بَنَى =
Lesson 30 Passive: Imperfect Passive Participles	II III IV V VIII X	فُضِّلَ عَلَى * عَبَّرَ عَنْ عَاصَرَ تَغَيَّرَ إِتَّبَعَ إِسْتَحْدَمَ	* (يُجَيِّونَ)			

	Form	Strong	Doubled	Assimilated	Hollow	Defective
Lesson 31 Hollow: I	I				نَامَ - دَامَ - سَارَ - سَارَ - جَاءَ - عَادَ - عَادَ - زَارَ -	
	II	* هَنَأَ -				* غَنَى
	IV	* أَجْلَسَ			* أَجَابَ	
	V	* أَحْضَرَ				
	VIII	* أَحْتَفَلَ -				
Lesson 32 Hollow: Derived	II	حَسَنَ	سَبَبَ		أَدَارَ	
	IV				أَرَادَ	
	VIII	اشْتَرَكَ فِي			أَقَامَ	
	X				إِمْتَارَ - إِحتَاجَ إِلَى إِزْدَادَ إِسْتِفَادَ مِنْ إِسْتَطَاعَ	
Lesson 33 Assimilated	I	* سَقَطَ - * فَقَدَ -		وَضَعَ - وَصَفَ - وَجَدَ - وُثِقَ - وَقَعَ -	* عَاشَ - * مَاتَ -	
	II		أَسَسَ أَمَمَ *	فِي		
	VIII			إِتَّفَقَ عَلَى إِتَّصَلَ - إِتَّحَدَ		

	Form	Strong	Doubled	Assimilated	Hollow	Defective
Lesson 34 Doubled: I	I	طَبَعَ -	بَلَغَ - عَلَى شَكَكَ - فِي عَدَلَ - حَسَلَ - وَدَلَ - ظَلَلَ - لَبَّ - * نَمَ - تَعَدَّدَ *	وَضَحَ - وَهَبَ -	مَاتَ - عَاشَ -	
	II V	أَلَفَ	تَعَدَّدَ *		صَوَّرَ	
Lesson 35 Doubled: Derived	I IV VII VIII IX X	شَكَرَ - (على)	مَرَّ - بِ أَعَدَّ - * انْضَمَّ إِلَى إِهْتَمَّ - بِ * إِخْمَرَ إِسْتَمَرَ * إِسْتَرَدَّ	وَعَدَ - بِ	* زَادَ - عَلَى	
Lesson 36 Defective: I	I IV	* عَرَضَ - عَلَى				دَعَا - تَلَا - حَكَى - لَقِيَ - رَأَى - بَنَى - بَقِيَ - أَحَاطَ - بِ
Lesson 37 Defective: Derived	I II III IV V		* ثَبَتَ		سَارَ - قَامَ - بِ * قَالَ - لَ * قَامَ - * وَفَرَ	دَعَا - بِ غَنَّى سَمَى سَاوَى * نَادَى * أَلْغَى * أَعْطَى * تَمَنَّى

	Form	Strong	Doubled	Assimilated	Hollow	Defective
(Lesson 37)	VI VII VIII X	تَبَاذَلَ * اِنْفَصَلَ	اِسْتَقْلَلَ			* تَلَقَى * اِنْقَضَى * اِشْتَرَى * اِسْتَشْنَى
Lesson 38	I II III VII	ظَهَرَ - كَافَحَ	حَدَّ -	وَحَدَّ	حَاوَلَ اِنْحَاَزَ اِلَى	دَعَا اِلَى
Lesson 39	I II IV	صَدَرَ - رَفُضَ - * اُرْفِقَ - * اَسَفَ	رَدَّ -		* اُضَافَ	رَجَا - أَدَّى
Lesson 40	I II IV V VIII	فَهِمَ - نَفَعَ - فَقَدَ - * فَرَعَ - مِنْ قَدَّرَ أَذْهَشَ أَعْضَبَ			صَارَ - أَسَاءَ اِلَى	أَنْهَى تَرَقَّى * اِلْتَقَى
Lesson 41	I IV V VIII	قَبِلَ - تَحَسَّنَ	سَرَّ - اِشْتَدَّ		بَاعَ - أَذَاعَ أَجَابَ عَلَى	جَرَى - أَبْدَى اِشْتَرَى
Lesson 42	I II IV	بَلَغَ - دَخَلَ - لَقِبَ - أَدْخَلَ	جَدَّدَ		كَادَ - قَامَ -	وَفَّى أَلْفَى

[illegible]

	Form	Strong	Doubled	Assimilated	Hollow	Defective
(Lesson 44)	VI	* تَمَالَكْ				
		* تَطَاهَرَ				
		* تَصَادَقَ				
	VII	* اِنْفَسَخَ				اِنْقَضَى
		* اِنْصَرَفَ الى				* اِكْتَفَى -
	VIII	* اِعْتَذَرَ				
Lesson 45	I	* جَبَلَ -			* هَارَ -	* قَضَى -
		* شَرِدَ -				* دَرَى -
		* خَفَضَ -				
		* لَمَحَ -				
		* عَبَدَ -				
		* رَجِمَ -				
		* نَهَرَ -				
		* قَهَرَ -				
		* نَصَرَ -				
		* حَزَنَ -				
	II	* حَدَثَ				* حَيَّى
	III	* ضَاعَفَ				
	IV	* أَحْسَنَ				
		* أَنْصَتَ				
		* أَقْرَضَ				
		* آمَنَ				
	VIII	* ارْتَبَكَ				

ENGLISH-ARABIC GLOSSARY

This glossary is arranged in order of English words used to translate the Arabic vocabulary of this book. Most English words so used are included herein. Not all Arabic words, however, are included here; omitted are proper names and those items found in topical lists in the Appendices-names of the days of the week and the months and the seasons of the year, (Appendix II) and the names of the Arab states. (Appendix III)

In case of English homonyms with identical spelling, nouns are listed before adjectives and adjectives before verb. Thus:

1. present (noun) = gift
2. present (adjective) = attending
3. present (verb) = offer, introduce

Expressions of more than one word are entered under the key word, usually a noun or an adjective. Thus

characterized by, be

is to be read "to be characterized by". A semicolon(;) marks the end of this expression; thus

completed, be; take place

means "to be completed, to take place". Otherwise the semicolon separate non-synonyms, as in

around, approximately; around, surrounding

The notation "E. subj. —> A. obj." means that the subject of the English expression corresponds to the object of the Arabic expression, while the English object corresponds to the Arabic subject. An example is "I received it" —>

وَصَلَاني (literally, "it reached me"). Otherwise, no grammatical information is given; for matters of form or usage see the Arabic-English Glossary or Subject Index for the appropriate grammatical note in the body of the book.

In the Arabic entries the semicolon (;) separates synonyms, e.g.

newspaper جَرِيدَةٌ - جَرَائِدٌ ؛ صَحِيفَةٌ - صُفُوفٌ

As in the body of the book, the - denotes plural and parentheses () denote a feminine, e.g.

red أَحْمَرُ (حَمْرَاءُ) - حُمْرٌ

The slash / precedes a variant form.

ENGLISH-ARABIC GLOSSARY

A

aba, cloak <i>mantle fleury de laur de heroubres y nubes en Oriente Medio</i>	عَبَاءَةٌ - ات	activity	نشاط - ات
able (to do s.th.), be <i>poder, ser capaz (- de algo, ان de hacer algo)</i>	إِسْتَطَاعَ، إِسْتَطَاعَةٌ تَمَكَّنَ، تَمَكُّنٌ مِنْ	A.D.	مِيلَادِي
		add (to)	أَضَافَ، إِضَافَةٌ إِلَى
		addition to, in	إِلَى جَانِبِ
about, approximately	حَوْلَ	additional	إِضَافِي
about, concerning	عَنْ، حَوْلَ؛ بِشَأْنِ	address	عُنْوَانٌ - عُنَاوِينُ
about to (do s.th.), be	كَانَ (يَفْعَلُ) أَنْ يَفْعَلَ	advance, go forward, progress	تَقَدَّمَ، تَقَدُّمٌ
		advance in rank, be promoted	تَرَقَّى، تَرْقٍ
above, over	فَوْقَ	advancement, progress	تَقَدُّمٌ
absent	غَائِبٌ - وَنَ	advocate	دَعَا، دُعَاؤٌ إِلَى
absolutely	مُطْلَقًا	affect	أَثَرَ، تَأْثِيرٌ فِي
abundant, widespread	مُنْتَشِرٌ		وَعَلَى
administer, manage	أَدَارَ، إِدَارَةٌ	afraid (of), be	خَافَ، خَوْفٌ، مَخَافَةٌ (مِنْ)
accept	قَبِلَ، قَبُولٌ	after	بَعْدَ
accomplish, realize	حَقَّقَ، تَحْقِيقٌ	after that	بَعْدَ ذَلِكَ
accomplishment	تَحْقِيقٌ	age, era	عَهْدٌ - عُهُودٌ
accursed	رَجِيمٌ	age (of a person)	عُمُرٌ - أَعْمَارٌ
acquire	حَصَلَ، حُصُولٌ عَلَى	Ages, Middle	الْقُرُونُ الْوَسْطَى
act, deed	فِعْلٌ - أَعْمَالٌ	ago	مُنْذُ
act meanly toward	أَسَاءَ، إِسَاءَةٌ إِلَى	agree on	إِتَّفَقَ، إِتِّفَاقٌ عَلَى
action, activity	نشاط - ات	agreed upon that, it is	مِنَ الْمُتَّفَقِ عَلَيْهِ أَنَّ
active in the service of, be	عَمِلَ، عَمَلٌ عَلَى		

agreement	اتِّفَاقٌ - اتَّ	anger s.o.	أَغْضَبَ ، إِغْضَابٌ
aim, objective	هَدَفٌ - أَهْدَافٌ	angry, become	غَضِبَ - ، غَضَبٌ
airplane	طَائِرَةٌ - اتَّ	announce, publish	نَشَرَ - ، نَشْرٌ
airport	مَطَارٌ - اتَّ	annulled, be	إِنْفَسَخَ - إِنْفِسَاخٌ
align o.s. with	إِنْحَازٌ، إِنْحِيَازٌ إِلَى	another	آخَرَ - وَنَ
alive, living	عَاشٍ - وَنَ	answer	رَدَّ - رُدُودٌ؛
all	كُلٌّ ، جَمِيعٌ		إِجَابَةٌ - اتَّ
alliance	حِلْفٌ - أَحْلَافٌ	answer s.o.	رَدَّ - ، رَدٌّ عَلَى؛
almost (do s.th.)	كَادَ - (يَفْعَلُ) أَنْ يَفْعَلَ	answer s.th. (e.g., a letter)	أَجَابَ ، إِجَابَةٌ أَجَابَ ، إِجَابَةٌ عَلَى
alone, by himself	وَحْدَهُ	antiquities	آثَارٌ
also	أَيْضًا ؛ كَذَلِكَ	any (with neg.; in a statement)	أَيُّ
and also	كَمَا		
always	دَائِمًا	apologize (for)	إِعْتَذَرَ ، إِعْتِذَارٌ (عَنْ)
amazement, surprise	عَجَبٌ ؛ دَهْشَةٌ	apostle; messenger	رَسُولٌ - رُسُلٌ
ambassador	سَفِيرٌ - سَفَرَاءُ	appear, come in view	ظَهَرَ - ، ظُهُورٌ
among	بَيْنَ ؛ مِنْ	appear, be published	صَدَرَ - ، صُدُورٌ
amount	مَبْلَغٌ - مَبَالِغٌ	application (for)	طَلَبٌ - اتَّ (لِ)
ancestor	جَدٌّ - أَجْدَادٌ	appoint	عَيَّنَ ، تَعَيَّنَ
ancient	قَدِيمٌ - قَدَمًا	appointment (to an office)	تَعْيِينَ
ancient times, in	قَدِيمًا	appointment (time)	مَوْعِدٌ - مَوَاعِدُ
and	وَ ؛ فَ	appreciate, esteem	مُؤَاعِدٌ قَدَّرَ - تَقْدِيرٌ
and also, and in addition	كَمَا	approach (to)	إِقْبَالَ (عَلَى)
and so, and then	فَ	approach	أَقْبَلَ ، إِقْبَالٌ عَلَى
angel	مَلَكٌ - مَلَائِكَةٌ	approach (time)	حَانَ - (الْوَقْتُ)
anger	غَضَبٌ		

approximately	حَوْلَ	assist s.o. (in)	سَاعَدَ ، مُسَاعَدَةً (على وفي) ؛ نَصَرَ - ، نَصْرًا مُسَاعَدَةً
Arab (n. or adj.), Arabic, Arabian	عَرَبِيٌّ - عَرَبٌ		
Arab League	الْجَامِعَةُ الْعَرَبِيَّةُ	assistance	
Aramaic (language)	الْأَرَامِيَّةُ	association	جَامِعَةٌ - اتُّ
area, region, zone	مَنْطَقَةٌ - مَنَاطِقُ	at (the place or time of)	عِنْدَهُ ؛ لَدَى ؛ فِي ؛ بِ -
arise	قَامَ - ، رَقِيَامٌ	at first	فِي بِدَايَةِ الْأَمْرِ
army (pl.)	جُنُودٌ	at length	طَوِيلًا
around, approximate- ly; around, surround- ing	حَوْلَ	at that time	عِنْدَئِذٍ ؛ حِينَئِذٍ ؛ وَقْتِئِذٍ
arrival (at)	وُصُولٌ (إِلَى) ؛ بُلُوغٌ	at the time that (conj.)	لَمَّا ؛ حِينَ ؛ عِنْدَمَا
arrive (at, in), reach	وَصَلَ - ، وَصُولٌ (إِلَى) ؛ بَلَغَ - ، بُلُوغٌ	atmosphere	جَوٌّ - أَجْوَاءٌ ، جَوَاءٌ
art	فَنٌّ - فُنُونٌ	attach, enclose (to, in) (e.g., a letter)	أَرْفَقَ ، إِرْفَاقٌ (بِ -)
College of the Arts	كَلِيَّةُ الْأَدَابِ	attain, reach	بَلَغَ - ، بُلُوغٌ ؛ وَصَلَ - ، وَصُولٌ إِلَى
article, essay	مَقَالَةٌ ؛ مَقَالٌ - اتُّ	attempt	حَاوَلَ ، مُحَاوَلَةٌ (أَنْ)
as (prep.)	كَ	attempt	مُحَاوَلَةٌ - اتُّ
as (conj.)	كَمَا ، مِثْلَمَا	attend, be present at	حَضَرَ - ، حُضُورٌ
as a result of	نَتِيجَةً لـ		
as for	أَمَّا ... فَ	attitude (towards)	مَوْقِفٌ - مَوَاقِفُ (مِنْ)
as if	كَأَنَّ	author	كَاتِبٌ - كُتَّابٌ ؛ أَدِيبٌ - أَدِبَاءٌ
ashamed (of), be	خَجِلَ - ، خَجَلٌ (مِنْ)		
ask (about)	سَأَلَ - ، سُؤَالٌ (عَنْ)	automobile	سَيَّارَةٌ - اتُّ
ask for, request	طَلَبَ - ، طَلْبٌ		
assembly	مَجْلِسٌ - مَجَالِسُ	B.A. degree	بِكَالَوْرِيُوس

B

B.C.	بَدَأَ - ، بَدَأَ (بِ)	بَدَأَ - ، بَدَأَ (بِ)	begin (with)	قَبْلَ الْمِيلَادِ	B.C.
Bachelor's Degree	بَدَأَ - ، بَدَأَ (بِ)	بَدَأَ - ، بَدَأَ (بِ)	begin (to do s.th.)	بِكَالُورِيُوس	Bachelor's Degree
bad, evil	أَخَذَ - ، أَخَذَ (بِ)	أَخَذَ - ، أَخَذَ (بِ)		سَيِّئٌ	bad, evil
basic	جَعَلَ - ، جَعَلَ (بِ)	جَعَلَ - ، جَعَلَ (بِ)		أَسَاسِيٌّ	basic
bazaar	أَقْبَلَ - ، أَقْبَلَ (بِ)	أَقْبَلَ - ، أَقْبَلَ (بِ)	beginning (of)	سُوقٌ - أُسْوَاقٌ	bazaar
be	بَدَايَةُ - ، بَدَايَةُ (بِ)	بَدَايَةُ - ، بَدَايَةُ (بِ)	beginning, in the	كَانَ - ، كَوْنٌ	be
be, be found	تَصَرَّفَ - ، تَصَرَّفَ (بِ)	تَصَرَّفَ - ، تَصَرَّفَ (بِ)	behave	وُجِدَ - ، يَوْجَدُ، وَجُودٌ	be, be found
be...still	تَصَرَّفَ - ، تَصَرَّفَ (بِ)	تَصَرَّفَ - ، تَصَرَّفَ (بِ)	behavior	مَا زَالَ - ، لَا يَزَالُ	be...still
bear, carry	وَرَاءَ - ، وَرَاءَ (بِ)	وَرَاءَ - ، وَرَاءَ (بِ)	behind	حَمَلَ - ، حَمَلَ (بِ)	bear, carry
bear, give birth to	تَأَخَّرَ - ، تَأَخَّرَ (بِ)	تَأَخَّرَ - ، تَأَخَّرَ (بِ)	behind, be or become; be late	وَلَدَ - ، يَلِدُ، وَلَادَةٌ	bear, give birth to
bear on, have to do with	كَوْنٌ - ، كَوْنٌ (بِ)	كَوْنٌ - ، كَوْنٌ (بِ)	being, existence	اتَّصَلَ - ، اتَّصَلَ (بِ)	bear on, have to do with
beautiful	قَاسِمٌ - ، وَنٌ	قَاسِمٌ - ، وَنٌ	being, existing	جَمِيلٌ - ، وَنٌ	beautiful
	إِعْتَقَادٌ (بِ) - ، إِيْمَانٌ (بِ)	إِعْتَقَادٌ (بِ) - ، إِيْمَانٌ (بِ)	belief (in)	حَسَنٌ - ، حِسَانٌ	
beauty	إِعْتَقَدَ - ، إِعْتَقَدَ (بِ)	إِعْتَقَدَ - ، إِعْتَقَدَ (بِ)	believe (in)	جَمَالٌ	beauty
because	آمَنَ - ، إِيْمَانٌ (بِ)	آمَنَ - ، إِيْمَانٌ (بِ)		لِأَنَّ	because
because of	صَدَقَ - ، تَصَدَّقَ (بِ)	صَدَقَ - ، تَصَدَّقَ (بِ)	believe s.o. to be telling the truth, s.th. to be true	بِسَبَبِ	because of
become	إِعْتَقَدَ - ، إِعْتَقَدَ (بِ)	إِعْتَقَدَ - ، إِعْتَقَدَ (بِ)	believe, be of the opinion that	أَصَحَّ - ، صَارَ - ، صِيرَ	become
bedouin	رَأَى - ، رَأَى (بِ)	رَأَى - ، رَأَى (بِ)		صَيْرُورَةٌ - ، مَصِيرٌ	bedouin
before (sequence) (prep.)	ظَنَّ - ، ظَنَّ (بِ)	ظَنَّ - ، ظَنَّ (بِ)		بَدَوِيٌّ - ، بَدَوِيٌّ	before (sequence) (prep.)
before (place), in front of	مُؤْمِنٌ - ، وَنٌ	مُؤْمِنٌ - ، وَنٌ	believer	قَبْلَ	before (place), in front of
before (conj.)	لِ - ، لِ (بِ)	لِ - ، لِ (بِ)	belonging to	أَمَامَ	before (conj.)
before (adv.), previously	حَبِيبٌ - ، أَحِبَّاءُ	حَبِيبٌ - ، أَحِبَّاءُ	beloved	قَبْلَ أَنْ	before (adv.), previously
befriend s.o.	تَحْتَ - ، تَحْتَ (بِ)	تَحْتَ - ، تَحْتَ (بِ)	below	مِنْ قَبْلُ	befriend s.o.
	إِسْتِفَادَ - ، إِسْتِفَادَ (بِ)	إِسْتِفَادَ - ، إِسْتِفَادَ (بِ)	benefit (from)	صَادَقَ - ، مُصَادَقَةٌ	

benefit s.o.	نَفَعَ - ، نَفْعٌ	boundary	حَدٌّ - حُدُودٌ
besides	إِلَى جَانِبِ	bounty, blessing	رِزْقَةٌ - رِزْقٌ ، اَتَ
best; better	أَحْسَنُ	boy	وَلَدٌ - أَوْلَادٌ
bet, make a bet	تَرَاهُنَ ، تَرَاهُنٌ	branch	فَرْعٌ - فُرُوعٌ
beverage	شَرَابٌ - أَشْرَبَةٌ	bray	نَهَقٌ - ، نَهَقٌ
bewildered, be	ارْتَبَكَ ، ارْتَبَاكَ	bride	عَرُوسٌ - عَرَاثِسُ
bewilderment	ارْتَبَاكَ	bride and groom, newlyweds	عَرُوسَانِ
Bible, the	الْكِتَابُ الْمَقْدَسُ	bridegroom	عَرِيسٌ
big	كَبِيرٌ - كِبَارٌ	bring	أَحْضَرَ ، إِحْضَارٌ ؛ جَاءَ - ، مَجِيءٌ ؛ حَضَرَ - ، حُضُورٌ -
birth	وِلَادَةٌ		
birth to, give	وَلَدَ يَلِدُ ، وِلَادَةٌ		
black	أَسْوَدُ (سُودَاءُ) - سَوْدٌ	bring about, cause	سَبَبٌ ، تَسْبِيبٌ
blackboard	لَوْحٌ - أَلْوَاحٌ	bring in, introduce s.th.	أَدْخَلَ ، إِدْخَالٌ
blessing	رِزْقَةٌ - اَتَ ، رِزْقٌ	bring s.o. back	عَادَ - ، عَوْدَةٌ -
bloc	كُتْلَةٌ - كُتْلٌ	bring up, rear, educate	رَبَّى ، تَرْبِيَةٌ
blond	أَشْقَرُ (شَقْرَاءُ) - شَقْرٌ		
blue	أَزْرَقُ (زَرْقَاءُ) - زَرْقٌ	broadcast	أَذَاعَ ، إِذَاعَةٌ
board	لَوْحٌ - أَلْوَاحٌ	brother	أَخٌ / أَخُو - إِخْوَةٌ
bond, fetter	قَيْدٌ - قُيُودٌ	brotherly	أَخَوِيٌّ
bond, tie	رَابِطَةٌ - رَوَابِطُ	brown, coffee-colored	بَنِيٌّ
book	كِتَابٌ - كُتُبٌ	brown, brown-skinned (person)	أَسْمَرُ (سَمْرَاءُ) - سَمْرٌ
bookstore	مَكْتَبَةٌ - اَتَ	build	بَنَى - ، بِنَاءٌ ؛ أَقَامَ ، إِقَامَةٌ بَنَاءٌ - أَبْنِيَةٌ
boom	نَهْضَةٌ - اَتَ	building	
born, be	وُلِدَ يُولَدُ ، وِلَادَةٌ		
both	كِلَا		

bus	أُوتُويس - ات	carry out, perform	أَدَى ، تَأْدِيَّة
but, however	لَكِنْ ؛ لَكِنْ	cast, throw	أَلْقَى ، إَلْقَاء
but, on the contrary, rather	إِنَّمَا	castle	قَصْر - قُصُور
but, indeed, more than that	بَلْ	catalogue	قَامِئَة - قَوَائِم
buy	إِشْتَرَى ، شَرَاء	cause, reason, motive	سَبَب - أَسْبَاب
by, by means of		cause	سَبَب ، تَسْبِيب
by God (oath)	وَاللَّهِ	cedars	أَرْز
		celebrate	إِحْتَفَلَ ، إِحْتِفَال
	C	celebration	حَفْلَة - حَفَلَات
cabinet	وِزَارَة - ات	center	مَرْكَز - مَرَاكِز
café	مَقْهَى - مَقَاه	century	قَرْن - قُرُون
caliph	خَلِيفَة - خُلَفَاء	ceremony	حَفْلَة - حَفَلَات
call, summon	دَعَا - دَعْوَة	certain, sure (of)	مُتَأَكِّد - وَن (مِنْ)
call for, advocate	دَعَا - دَعَاء إِلَى	certain (of), become	تَأَكَّد ، تَأَكَّد (مِنْ)
call s.o. by the name of	سَمَّى ، تَسْمِيَة ؛ دَعَا - دَعَاء	chain, fetter	قَيْد - قِيُود
camel	جَمَل - جِمَال	chair	كُرْسِي - كُرَاسِي
can, be able	إِسْتَطَاعَ ، إِسْتَطَاعَة ؛ تَمَكَّنَ ، تَمَكَّن مِنْ	change (s.th.)	غَيَّرَ ، تَغْيِير
		change (intrans.)	تَغَيَّرَ ، تَغْيَر
canal	قَنَاة - قَنَوَات	character, nature	وَه - أَخْلَاق
cancel	أَلْغَى ، إِلْغَاء	characterized (by), be	إِمْتَاَز - إِمْتِيَاَز
candidate	مُرْشَح - وَن	characteristic	صِفَة - ات
capability	تَمَكَّن مِنْ ؛ إِسْتَطَاعَة	chart, table	لَوْحَة - ات
capital (city)	عَاصِمَة - عَوَاصِم	charter	مِثَاق - مَوَاقِيق
car	سَيَّارَة - ات	check	شِيك - ات
carry	حَمَلَ - حَمْل	child	وَلَد - أَوْلَاد

Christ	المسيح	coffeehouse	مقهى - مقاهٍ
Christian	مسيحي - ون		قهوة - قهوات
	نصراني - نصارى	college	كلية - ات
Christianity	المسيحية	College of the Arts	كلية الآداب
church	كنيسة - كنائس	common, ordinary, popular; colloquial (adj.)	عامي
cinema	سينما	colloquial Arabic	العامية
city	مدينة - مدن	color	لون - ألوان
civil, civilian	مدني	combine...and...	جمع - جمع بين...
civil rights	الحقوق المدنية		... (و...) ربط
civilization	حضارة		بين ... وبين
class; classroom	صف - صفوف	combination of...and	جمع بين ... و
class, type, kind	شكل - أشكال	come (to)	جاء - مجيء (إلى)؛
classical	كلاسيكي		حضر - حضور إلى؛
Classical (Literary) Arabic	الفصحى		أقبل - إقبال على
		come!	تعال
clear, obvious	واضح		صدر - صدور
clear, be or become	وضح - وضح	come out, be issued	وقف - وقف، وقوف
cleared, free (of), become	برىء - براءة (من)	come to a stop	اتفق - اتفاق (على) (on)
cloak, aba	عباءة - ات	come to an agreement (on)	وجد - وجود
clock	ساعة - ات	come to realize	عرف - معرفة
cloth, fabric, material	قماش - أقمشة	coming, next	قادم - ون؛ مقبل
club, league, society	رابطة - روابط	command	سيطر على
code, law	قانون - قوانين	commander	قائد - قواد، قادة
coffee	قهوة	Commander of the Faithful	أمير المؤمنين

comment on	فَسَّرَ ، تَفْسِيرٌ	conduct, behavior	تَصَرَّفَ - ات
commerce, trade	تِجَارَةٌ	conduct o.s., behave	تَصَرَّفَ ، تَصَرَّفَ
common, general	عَامٌ	conference	مَوْتَمَرٌ - ات
Communist	شُيُوعِيٌّ - وَن	confidence	ثِقَةٌ
company	شَرَكَةٌ - ات	confirm	ثَبَّتَ ، تَثَبَّيْتُ
complete, conclude, perfect	أَكْمَلَ ، إِكْمَالٌ	conflict, contradiction	خِلَافٌ - ات
complete, bring to an end	أَنْهَى ، إِنْهَاءٌ	confused, be	ارْتَبَكَ ، ارْتَبَاكَ
completed, be; take place	تَمَّ -	confusion	ارْتَبَاكَ
completed, be; come to an end	انْقَضَى ، انْقِضَاءٌ	congratulate s.o. (on/for)	هَنَّأَ ، تَهْنِئَةٌ (على وِ)
	انْقَطَعَ ، انْقِطَاعٌ	Congress	كُونْغَرِس
completion	إِكْمَالٌ ؛ إِنْهَاءٌ ؛ إِنْتِهَاءٌ مِنْ	connect s.th. (with)	رَبَطَ ، رِبْطٌ (إِلَى)
	أَلَّفَ ، تَأْلِيفٌ	connected with, be	اتَّصَلَ ، اتِّصَالَ بِ-
compose	وَضَعَ - ، وَضَعٌ	connection	رَابِطَةٌ - رَوَابِطُ
	عَدَّ - ، عَدٌّ	connection, relationship (with)	عِلَاقَةٌ - ات (بِ)
compute	صَاحَبَ - أَصْحَابٌ	conquer	فَتَحَ - ، فَتَحَ
comrade	فِكْرَةٌ - فِكْرٌ	conquest	فَتَحَ - فُتُوحٌ
concept, idea	إِهْتِمَامٌ - ات ؛ هَمٌّ - هُمُومٌ	conservative	مُحَافِظٌ - وَن
concern, interest, care	إِهْتِمَامٌ ، إِهْتِمَامٌ بِ-	consider, look into	نَظَرَ - ، نَظَرٌ فِي
concern o.s. with	هَمٌّ - هُمُومٌ	consider (s.th. to be s.th.) (two acc.)	إِعْتَبَرَ ، إِعْتِبَارٌ
concern s.o.	هَمٌّ - هُمُومٌ		عَدَّ - ، عَدٌّ
concerning	عَنْ ؛ حَوْلَ ؛ بِشَأْنِ		ظَنَّ - ، ظَنٌّ ؛
condition	حَالٌ - أَحْوَالٌ ؛ وَضَعٌ - أَوْضَاعٌ	console s.o. (over)	رَأَى - ، رَأَى
			عَزَّى ، تَعَزُّيَّةٌ (عَنْ)

consolidate	تَثَبَّتْ ، تَثْبِيتٌ	conversation, spoken language	تَخَاطَبٌ
	وَوُطِّدَ ، تَوَطُّيدٌ		
consolidation	تَثْبِيتٌ ، تَوَطُّيدٌ	convince s.o.	أَقْنَعَ ، إِقْنَاعٌ
constitution	دَسْتُورٌ - دَسَائِرُ	convinced (of), be-come	تَأَكَّدَ ، تَأَكُّدٌ (مِنْ)
construct, build	بَنَى - ، بِنَاءٌ	co-operate (with s.o.)	تَعَاوَنَ ، تَعَاوُنٌ
	أَقَامَ ، إِقَامَةٌ	co-operate (in)	إِشْتَرَكَ - إِشْتِرَاكٌ فِي
construction	بِنَاءٌ	co-operation	تَعَاوُنٌ
consummate a marriage	دَخَلَ عَلَيْهَا	copy, transcript	نَسَخَ - نَسْخٌ
contemporary	مُعَاَصِرٌ - وَنٌ	correspond with	رَاسَلَ ، مُرَاسَلَةٌ
contemporary of, be	عَاصِرٌ ، مُعَاَصِرَةٌ	correspond with e.o.	تَرَاوَلَ ، تَرَاوُلٌ
content o.s. with s.th.	اِكْتَفَى ، اِكْتِفَاءٌ	correspondent, reporter	مُرَاسِلٌ - وَنٌ
continue (doing s.th.)	اِسْتَمَرَّ ، اِسْتِمْرَارٌ	cost, price	ثَمَنٌ - اُثْمَانٌ
	ظَلَّ - ، ظِلٌّ ، ظُلُولٌ	count	عَدَّ - ، عَدٌّ
	بَقِيَ - ، بَقَاءٌ	country	بَلَدٌ - بِلَادٌ
continue (an activity)	تَابَعَ ، مُتَابَعَةٌ		بِلَادٌ - بِلْدَانٌ
contrary, on the	بِالْعَكْسِ	course, of	دَوْلَةٌ - دُولٌ
control (of)	سَيِّطَرَةٌ (عَلَى)	cover (e.g., expenses)	طَبَعًا
control	سَيَّطَرَ عَلَى	cradle	أَدَّى ، تَأْدِيَةٌ
control o.s.	تَمَالَكَ نَفْسَهُ	crash, fall	مَهَّدَ - مِهْدٌ
convention; conference	مُؤْتَمَرٌ - اِتِّ	create	سَقَطَ - ، سُقُوطٌ
converse	تَحَدَّثَ ، تَحَدُّثٌ	creation	جَلَلَ - جَلَلٌ
conversation	مُحَادَاثَةٌ - اِتِّ	credentials	كَوَّنَ - أَكْوَانٌ
	حَدِيثٌ - أَحَادِيثٌ	crime	أَوْرَاقُ اِعْتِمَادٍ
	حَوَارٍ ، تَحَدُّثٌ		جَرِيْمَةٌ - جَرَائِمٌ

cry	بَكَى - بُكَاءٌ	decree	قَضَى - قَضَاءٌ
culture, refinement	شَقَافَةٌ - ات	deep, profound	عَمِيقٌ
culture, civilization	حَضَارَةٌ - ات	defend	دَافَعَ ، مُدَافَعَةٌ عَنْ ؛
current, present	حَاضِرٌ - وَنٌ ، حَالِيٌّ - وَنٌ		حَافِظٌ ، مُحَافِظَةٌ عَلَى
curriculum	مَنْهَجُ التَّعْلِيمِ - مَنْاهِجُ التَّعْلِيمِ	defense (of)	دِفَاعٌ (عَنْ) ، مُحَافِظَةٌ عَلَى
custom, habit	عَادَةٌ - ات	define	حَدَّدَ ، تَحَدَّدَ
cut off, be	انْقَطَعَ ، انْقِطَاعٌ	degree, diploma	شَهَادَةٌ - ات
	D	delegate	مَنْدُوبٌ - وَنٌ
dabka (a folk dance)	دَبْكَةٌ	delight (with)	إِعْجَابٌ (بِـ)
dam	سَدٌ - سُدُودٌ	deliver (a speech)	أَلْفَى ، أَلْفَاءٌ (مَحَاضِرَةٌ)
damned, accursed	رَجِيمٌ	demand	مُطَالَبَةٌ - ات
date	تَارِيخٌ - تَوَارِيخٌ	demand	طَالَبٌ ، مُطَالَبَةٌ بِـ
daughter	بِنْتُ / ابْنَةٌ - بَنَاتٌ	demon	جِنِّيٌّ - جِنٌّ
day	يَوْمٌ - أَيَّامٌ	demonstrate, show	أَظْهَرَ ، إِظْهَارٌ
day, on that	يَوْمِئِذٍ	deny s.th. to s.o.	مَنَعَ - ، مَنَعَ ... عَنْ
day after, the	الْغَدُ	Department of State	وِزَارَةُ الْخَارِجِيَّةِ
deal with, treat	تَنَاوَلَ ، تَنَاوُلٌ	departure	سَفَرٌ - أَسْفَارٌ ؛
dean	عَمِيدٌ - عُمَدَاءُ		إِنْصِرَافٌ
dear (to)	عَزِيزٌ - أَعْزَاءُ (عَلَى)	depend on	إِعْتَمَدَ ، إِعْتِمَادٌ عَلَى
dear, sweetheart	أَحِبَّاءٌ - أَحِبٌّ	depict, portray	صَوَّرَ ، تَصْوِيرٌ
death	مَوْتُ ، وَفَاةٌ - وَفَاةٌ	deputy	مَنْدُوبٌ - وَنٌ
debt of, be to the	كَانَ عَلَى	deputation	بَعْثَةٌ - بَعْثَاتٌ
decide	قَرَّرَ ، تَقَرَّرَ	describe s.th. (as)	وَصَفَ بِـ ، وَصَفَ (بِأَنَّ)
decision	تَقَرِيرٌ - تَقَارِيرٌ	desert	صَحْرَاءُ - صَحَارَى

desire (for)	رَغْبَةٌ - رَغْبَاتٌ (في)	direct, manage	أَدَارَ ، إِدَارَةٌ
desire, wish, want	وَدَّ / وَدِدْتُ يَوَدُّ ،	director	مُدِيرٌ - وَنٌ
	وَدَّ ، وَدَادَ ؛	disagree (with)	اِخْتَلَفَ ، اِخْتِلَافٌ (مَعَ)
	أَرَادَ ، إِرَادَةٌ ؛	disagreement	خِلَافٌ - اتٌ
	رَغِبَ - ، رَغْبَةٌ فِي ؛	disciple, student	تَلْمِيزٌ - تَلَامِيذٌ
	شَاءَ ، مَشِيئَةٌ	discipline	تَأْدِيبٌ
detail	تَفْصِيلٌ - تَفَاصِيلُ	discuss	بَحَثَ - ، بَحْثٌ
determine	قَرَّرَ ، تَقْرِيرٌ	discussion	بَحْثٌ - بَحْوثٌ ؛
develop, evolve	تَطَوَّرَ ، تَطَوُّرٌ		مُحَادَثَةٌ - اتٌ
development	تَطَوُّرٌ - اتٌ	dismiss	طَرَدَ - ، طَرْدٌ
devil	شَيْطَانٌ - شَيْاطِينٌ	display, show	أَبْدَى ، إِبْدَاءٌ ؛
devote (o.s.) to	اِنْصَرَفَ ، اِنْصِرَافٌ إِلَى		أَظْهَرَ ، إِظْهَارٌ
dialect	لَهْجَةٌ - اتٌ	dissertation	رِسَالَةٌ - رِسَائِلٌ
dialogue, conversation	حِوَارٌ	dissolution	حَلٌّ - حُلُولٌ
dictionary	قَامُوسٌ - قَوَامِيسُ	dissolve	أُلْغِيَ ، إِلْغَاءٌ ؛
die	مَاتَ - ، مَوْتُ		حُلِّ - ، حَلٌّ
differ (from)	اِخْتَلَفَ ، اِخْتِلَافٌ (عَنْ)	distance	مَسَافَةٌ - اتٌ
difference	اِخْتِلَافٌ - اتٌ	distinguished (by), be	إِمْتِازٌ ، إِمْتِيَاظٌ (بِـ)
difference of opinion	خِلَافٌ - اتٌ		فَرَّقَ ، تَفْرِيقٌ ، تَفْرِيقَةٌ
different (from); various	مُخْتَلِفٌ (عَنْ ، مِنْ)	divide, separate	اِنْقَسَمَ ، اِنْقِسَامٌ (إِلَى)
		divided (into), be	قِسْمٌ - أَقْسَامٌ
difficult	صَعَبٌ - صِعَابٌ	division, part	طَلَّاقٌ
dig	حَفَرَ - ، حَفْرٌ	divorce	طَلَّقَ ، طَلَاقٌ
dinar	دِينَارٌ - دِنَانِيرٌ	divorce	طَالِقٌ
diploma	شَهَادَةٌ - اتٌ	divorced woman	طَالِقٌ

do	فَعَلَ - ، فَعِلْ	during	أَثْنَاءَ ، خِلَالِ
do with, have to; bear on	اتَّصَلَ ، اتِّصَالَ -	duty (for)	وَاجِبٌ - اتُّ (عَلَى)
doctor, M.D.	طَبِيبٌ - اطِّبَاءُ ؛ دُكْتُورٌ - دُكَاتِرَةٌ	dwelt, live dying	سَكَنَ - ، سَكَنَ مَاتَ - وَن
doctor, Ph.D	دُكْتُورٌ - دُكَاتِرَةٌ	each	كُلُّ
doctorate	دُكْتُورَاةٌ	eager for, longing for s.o.	مُشْتَاقٌ - وَنَ إِلَى
dollar	دُولَارٌ - اتُّ	ear	أُذُنٌ - آذَانٌ
domestic (not foreign)	دَاخِلِيٌّ	earlier	مِنْ قَبْلُ
dominate	سَيَّطَرَ ، سَيِّطَرَةً عَلَى	east	شَرْقٌ
domination	سَيِّطَرَةً عَلَى	easy	سَهْلٌ - سُهولٌ
donkey	حِمَارٌ - حَمِيرٌ ، أَحْمَرَةٌ	eat	أَكَلَ - ، أَكَلَ
door	بَابٌ - أَبْوَابٌ	economy	اِقْتِصَادٌ
double	ضَاعَفَ ، مُضَاعَفَةٌ	edition	طَبْعَةٌ - اتُّ
doubt (about)	شَكٌّ - ، شُكُوكٌ (فِي)	educate	عَلَّمَ ، تَعَلَّمَ ؛ رَبَّى ، تَرْبِيَةٌ ؛ خَرَجَ ، تَخَرَّجَ
doubt s.th.	شَكٌّ - ، شَكٌّ فِي		تَعَلَّمَ ، تَرْبِيَةٌ
dowry	مَهْرٌ		تَرْبُويٌ
draft (a document)	وَضَعَ - ، وَضْعٌ	education	تَأْثِيرٌ (عَلَى)
drama; a play	الْفَنُّ التَّمَثِيلِيُّ	educational, pedagog- ical	جُهْدٌ - جُهُودٌ
draw	رَسَمَ - ، رَسْمٌ ؛ صَوَّرَ ، تَصْوِيرٌ	effect (on)	ثَمَانِيَةٌ
draw near, approach	أَقْبَلَ ، إِقْبَالَ عَلَى	effort	ثَمَانِيَةٌ عَشَرَ
draw near (time)	حَانَ - (الْوَقْتُ)	eight	ثَامِنٌ
drink	شَرَبَ - ، شَرْبَةٌ	eighteen	ثَمَانُونَ
drink	شَرَبَ - ، شَرْبٌ	eighth	
		eighty	

elapse (time)	انْقَضَى، انْقِضَاءٌ؛ مَرَّ، مَرُورٌ	England	إِنْكِلْتْرَا
elect	اِنْتَخَبَ، اِنْتِخَابٌ	English	إِنْكَلِيزِيٌّ - إِنْكَلِيز
election	اِنْتِخَابٌ - اِت	English language	اَلْإِنْكَلِيزِيَّةُ
elegant, witty, nice	ظَرِيفٌ، ظَرَفَاءٌ؛ ظَرِيفٌ	engraving	حَفْرٌ
eleven	أَحَدُ عَشَرَ	enough, be	كَفَى - ، كِفَايَةٌ
eleventh	حَادِي عَشَرَ	enough!	كَفَى
embarrassment	حَرَجٌ	enshroud	كَفَّنَ، تَكْفِينٌ
embark on	أَقْبَلَ، إِقْبَالَ عَلَى	enter, go in	دَخَلَ، دُخُولٌ (عَلَى)
embassy	سِفَارَةٌ - اِت	enter, take in	أَدْخَلَ، إِدْخَالٌ
emirate	إِمَارَةٌ - اِت	entire	كُلٌّ
employ, hire	وَضَّفَ، تَوْظِيفٌ	epistle	رِسَالَةٌ - رِسَائِلٌ
employ, use	اِسْتَحْدَمَ، اِسْتِخْدَامٌ	equal (to)	مُسَاوٍ (إِلَى)
employee	مَوْظِفٌ - وَن	Equal Rights Law	قَانُونُ اَلتَّسَاوِي
enclose (in)	أَرْفَقَ، إِرْفَاقٌ (بِـ)		فِي اَلْحَقُوقِ
encounter, meet, find	وَجَدَ يَجِدُ، وَجُودٌ	era	عَهْدٌ - عُهُودٌ؛ عَصْرٌ - أَعْصَرٌ؛ عُصُورٌ، أَعْصَارٌ
encourage	لَقِيَ -، لِقَاءٌ شَجَعَ، تَشْجِيعٌ	erect, build	أَقَامَ، إِقَامَةٌ
end	نِهَايَةٌ، اِنْتِهَاءٌ، اِنْقِطَاعٌ	especially	خَاصَّةً
end of	آخِرٌ - أَوَاخِرُ	essay; article	مَقَالَةٌ، مَقَالٌ - اِت
end, come to an end	اِنْتَهَى، اِنْتِهَاءٌ؛ اِنْقَطَعَ، اِنْقِطَاعٌ	establish, found	أَنْشَأَ، إِنْشَاءٌ؛ أَقَامَ، إِقَامَةٌ؛ أَسَّسَ، تَأْسِيسٌ
endure, last	دَامَ -، دَوَامٌ	establish, confirm	ثَبَّتَ، تَثْبِيتٌ
enemy	عَدُوٌّ - أَعْدَاءٌ	establishment	إِنْشَاءٌ؛ تَأْسِيسٌ؛ تَثْبِيتٌ؛ إِقَامَةٌ
energy	نَشَاطٌ - اِت		
engineer	مِهْنَدِسٌ - وَن		

even	حَتَّى	existence	كُونٌ ، وُجُودٌ
even if	وَإِنْ ؛ وَلَوْ	existing	قَائِمٌ ، مُوجُودٌ
evening (time of day)	مَسَاءٌ ؛ لَيْلٌ	expenses	تَكْلِيفٌ - تَكَالِيفٌ
evening (one)	مَسَاءٌ - أَمْسَاءٌ ؛ لَيْلَةٌ - لَيَالٍ	experience	خِبْرَةٌ
every	كُلٌّ	expert	مُتَخَصِّصٌ - وَنْ خِبْرَةٌ
evidence, proof	دَلَالَةٌ - دَلَائِلٌ ، اِت	expertise	فَسْرٌ ، تَفْسِيرٌ
evil (n.)	شَرٌّ - شُرُورٌ	explainer	رَحَالٌ - رَحَالَةٌ
examination	إِمْتِحَانٌ - اِت	explorer	إِصْدَارٌ
examine closely	تَفْحَصٌ ، تَفْحُصٌ	exporting, export	فَسْرٌ ، تَفْسِيرٌ
example, for	مَثَلًا	expound on	عَبْرٌ ، تَعْبِيرٌ عَنْ
excavation	حَفْرٌ	express	تَعْبِيرٌ - تَعَابِيرٌ
exceed, be more than	زَادَ - زِيَادَةٌ عَلَى	expression	حَدٌ - وُدُودٌ
excellency (term of respect)	حُضْرَةٌ - حَضْرَاتٌ	extent, limit	خَارِجِيٌّ
excellent	حَسَنٌ - حِسَانٌ ؛ مُمْتَازٌ - وَنْ	external	مُتَطَرِّفٌ - وَنْ
except	إِلَّا ؛ سِوَى	extremist	عَيْنٌ - عَيُونٌ ؛ طَرْفٌ
excerpt	مُقْتَطَفٌ - اِت	eye	بَصْرٌ - أَبْصَارٌ
exchange	تَبَادُلٌ ، تَبَادُلٌ	eyesight	
exchange for, in	عَوَاضًا عَنْ		F
exercise, drill	تَمَرِينٌ - تَمَارِينُ	face	وَجْهٌ - وَجُوهٌ
exert (efforts)	بَذَلَ - ، بَذَلَ (جُهُودٌ)	fact: the fact that	أَنَّ
exhibit, show, pre-sent (to)	عَرَضَ - مَعَرَضَ (عَلَى)	factory	مَصْنَعٌ - مَصَانِعٌ
exist, be found	وُجِدَ ، يُوْجَدُ ، وَجُودٌ	fall	سَقَطَ - ، سَقُوطٌ ؛ وَقَعَ - ، وَقُوعٌ
		fall asleep	نَامَ - ، نَوْمٌ
		fall in love with	أَحَبَّ ، حُبٌّ

fall silent	سَكَتَ - سَكُوتٌ	figure, literary	أَدِيبٌ - أَدَبٌ
false; error	خَطَأٌ	film, movie	فِيلْمٌ، فِيلْمٌ - أَفْلَامٌ
family (immediate)	عَائِلَةٌ - أَت	final	أَخِيرٌ، آخِرٌ
family, folks	أَهْلٌ - أَهَالٌ	find; find s.o. to be s.th.	وَجَدَ - وَجُودٌ
famous (for)	مَشْهُورٌ - وَنَ (بِ)	find, meet	لَقِيَ - لِقَاءٌ
far, far-away (from)	بَعِيدٌ - بَعْدَاءُ (عَنْ)	find out (about), learn (of)	عَرَفَ - مَعْرِفَةٌ
farewell!	وَدَاعًا؛ مَعَ السَّلَامَةِ		
fashion, mold, make	جَبَلَ - جَبَلٌ	fine, good	حَسَنٌ - حِسَانٌ
father	أَبٌ / أَبُو - آبَاءٌ	fine!	حَسَنًا
fear (of)	خَوْفٌ (مِنْ)	fine, (I'm) fine, well	بِخَيْرٍ
fear, be afraid (of)	خَافَ - خَوْفٌ	finish, be finished with	فَرَّغَ - فُرُوعٌ مِنْ
	مَخَافَةٌ (مِنْ)	finish, bring to an end	أَنْهَى، إِنْهَاءٌ
feast, feast day, holiday	عِيدٌ - أَعْيَادٌ	finish, complete	أَكْمَلَ، إِكْمَالٌ
feel, sense	شَعَرَ - شُعُورٌ	first	أَوَّلُ (أُولَى)
festive event	حَفْلَةٌ - حَفَلَاتٌ	first, at	فِي بَدَايَةِ الْأَمْرِ
few	قَلِيلٌ - قَلِيلٌ، قَلَالٌ	first class honors	مَرْتَبَةُ الشَّرَفِ الْأُولَى
fiancé, fiancée	خَطِيبٌ - خُطْبَاءٌ	five	خَمْسَةٌ
field	مَيْدَانٌ - مَيَادِينٌ	flag	عَلَمٌ - أَعْلَامٌ
fifteen	خَمْسَةَ عَشَرَ	follow, pursue; observe	اتَّبَعَ، اتِّبَاعٌ
fifteenth	خَامِسَ عَشَرَ		
fifth	خَامِسٌ	follow, succeed, come after	تَلَا، تُلُوٌّ
fifty	خَمْسُونَ	following, next	تَالٍ - وَنَ
fight, struggle	كَافَحَ، مُكَافَحَةٌ	following day	غَدٌ
fight, oppose, resist	مُقَاوَمَ، مُقَاوَمَةٌ	food	طَعَامٌ؛ أَكْلٌ

foot	حُرِّيَّةٌ - ات	freedom	قَدَمٌ - أَقْدَامٌ
for	فَرَنْسِيٌّ - وَنَ	French	لَ - لَ
for example	صَدِيقٌ - أَصْدِقَاءُ	friend	مَثَلًا
for the purpose of	صَاحِبٌ - أَصْحَابٌ		لَ ، لِكَيْ
for the price of	صَادِقٌ ، مُصَادَقَةٌ	friends with, become	- ،
forbear	تَصَادَقَ ، تَصَادُقُ	friends with s.o., become	صَبَرَ - ، صَبَرَ عَلَى
forbid s.th. (to s.o.)	مَنْ	from	مَنَعَ - ، مَنَعَ عَنْ
foreign	مِنْ دُونِ ، مِنْ	from, since	أَجْنَبِيٌّ - أَجَانِبٌ
foreign affairs	أَمَامَ	front of, in	خَارِجِيَّةٌ
foreign minister	لَهُ	fun, pleasure	وَزِيرُ الْخَارِجِيَّةِ
foreigner	وِظِيفَةٌ - وَظَائِفُ	function, task	أَجْنَبِيٌّ - أَجَانِبٌ
form, shape	طَرِيفٌ	funny, curious	شَكْلٌ - أَشْكَالٌ
formal, official	دَلٌّ - دَلَالَةٌ (عَلَى)	furnish evidence (of)	رَسْمِيٌّ - وَنَ
fortunately	مُسْتَقْبَلٌ	future	لِحُسْنِ الْحَظِّ
forty			أَرْبَعُونَ
forward			إِلَى الْقُدَامِ ،
		gain	إِلَى الْآمَامِ
found, establish	تَمَالِكٌ ، تَمَالِكُ	gain control of	أَسَّسَ ، أَنْشَأَ ؛
found, be; exist	جَنَّةٌ - ات	garden	أَقَامَ
four	قَائِدٌ - قَوَادِمُ قَادَةٍ	general, (military)	وُجِدَ ، يُوجَدُ ، وَجُودٌ
fourteen	عَامٌ	general, common, universal	أَرْبَعَةٌ
fourteenth	عَامَّةٌ	generally	أَرْبَعَةُ عَشَرَ
fourth	كَرَمٌ	generosity	رَابِعَ عَشَرَ
fragment, selection	كَرِيمٌ - كَرَمًا ، كِرَامٌ	generous	رَابِعٌ
franc (coin)	حَصَلَ - ، حُصُولٌ عَلَى	get, obtain	قِطْعَةٌ - قِطْعَمٌ
			فَرَانِكٌ ، فَرَنْكٌ - ات

get going	سَارَ - ، سِيرَ	go in, enter	دَخَلَ - ، دَخُولٌ
get in touch with	اتَّصَلَ ، اتِّصَالَ	go on doing s.th.	ظَلَّ - ، ظُلُولٌ
gift	هِدِيَّةٌ - هَدَايَا	go out (of, from)	خَرَجَ - ، خُرُوجٌ (مِنْ)
girl	بِنْتٌ / ابْنَةٌ - بَنَاتٌ ؛ فَتَاةٌ - فَتَيَاتٌ	go up to, approach	أَقْبَلَ ، اقْبَالَ عَلَى
give (s.o.) (s.th.)	أَعْطَى ، إعْطَاءٌ ؛ وَهَبَ - هِبَةً ، وَهَبَ	go to bed, go to sleep	نَامَ - ، نَوْمٌ
give, grant s.o. s.th.	مَنَحَ - ، مَنَحَ	goal	هَدَفَ - أَهْدَافٌ
give birth to	وَلَدَ - ، وَلَادَةٌ	god	إِلَهٌ - آلِهَةٌ
give credence to	صَدَّقَ ، تَصَدَّقَ	God	إِلَهِ
give in marriage	زَوَّجَ ، تَزْوِيجٌ	going	ذَاهَبَ ، سَارَ
give s.o. the nick-name of	لَقَّبَ ، تَلَقُّبٌ	going to, will	سَوْفَ ؛ سَ -
give s.o. his full share of	وَفَّى ، تَوْفِيَةٌ	goldsmith	صَارِغٌ - صَاغَةٌ
give s.o. more of s.th.	زَادَ - ، زِيَادَةٌ	good	جَيِّدٌ - جَيَادٌ
give success to (:God)	وَفَّقَ ، تَوْفِيقٌ	good, upright	صَالِحٌ - وَنٌ
given abundantly, be	تَوَفَّرَ ، تَوْفُرٌ	good morning!	صَبَاحَ الْخَيْرِ ؛ صَبَاحَ النُّورِ
glance	طَرَفَ	good things, prosperity	خَيْرٌ - خَيْرٌ
globetrotter	رَحَّالَةٌ	good bye!	وَدَاعَا ؛ مَعَ السَّلَامَةِ ؛
go	زَهَبَ - ، زَهَابٌ ؛ سَارَ - ، سِيرَ	إِلَى الْإِلْقَاءِ	إِلَى الْإِلْقَاءِ
go away, leave	سَافَرَ ، سَفَرٌ ؛ انْصَرَفَ ، انْصِرَافٌ	govern, rule	حَكَّمَ - ، حُكْمٌ
		government	حُكُومَةٌ - اتٌ
		governmental, state-run	حُكُومِيٌّ
		grace, blessing	رِيعَةٌ - اتٌ ، نِعَمٌ
		graduate (s.o.)	خَرَجَ ، تَخْرِيجٌ
		grammar rule	قَاعِدَةٌ - قَوَاعِدُ
		grandfather	جَدٌّ - جَدُّونٌ ، أَجْدَادٌ

grant (s.o.) s.th.)	قَهَرٌ - قَهَرٌ	harshness, treat with	مَنْحٌ - مَنْحٌ
grasp, take hold of	أَسْرَعَ ، إِسْرَاعٌ إِلَى	hasten to	أَمْسَكَ ، إِمْسَاكٌ
great	بَغْضٌ	hatred	عَظِيمٌ - عَظْمًا
green	كَانَ لَ ، عِنْدَ ، مَعَ ، لَدَى	have (E. subj. — A. obj.)	كَبِيرٌ - كِبَارٌ
greet	وَشَقَ - ، شَقَّةٌ فِيهِ ،	have confidence in	أَخْضَرُ (خَضِرَاءُ) - خَضِرٌ
greeting(s)	رَحِمَ - ، رَحْمَةً	have mercy on	حَيًّا ، تَحِيَّةٌ
grieve, be sad (at (لِ، عَلَى) over)	وَجَبَ - يَجِبُ ، وَجُوبٌ أَنْ	have to, must	سَلَامٌ ؛ تَحِيَّةٌ - ات
groom	إِتَّصَلَ ، إِتِّصَالَ -	have to do with	حَزَنٌ - حُزْنٌ (لِ، عَلَى)
group, faction	هُوَ	he	عَرِيسٌ
guest	لَيْسَ	he (it) is not	طَائِفَةٌ - طَوَائِفُ
guest of honor	رَأْسٌ - رُؤُوسٌ	head	ضَيْفٌ - ضُيُوفٌ
	رَئِيسٌ - رُؤَسَاءُ	head, chief	ضَيْفُ الشَّرَفِ
	سَمِعَ - ، سَمَاعٌ	hear	H
habit, custom	أَنْصَتَ ، إِنْصَاتٍ	hearken to	عَادَةٌ - ات
hadith, prophetic tradition	قَلْبٌ - قُلُوبٌ ؛	heart	حَدِيثٌ - أَحَادِيثُ
half	فُؤَادٌ - أَفْئِدَةٌ		نِصْفٌ - أَنْصَافٌ
hand	إِنْعَقَدَ ، إِنْعِقَادٌ	held, be (meeting)	يَدٌ - أَيَادٍ
handsome	هَلِينِي	Hellenic	جَمِيلٌ - وَنٌ ؛
	مَرْحَبًا	Hello!	حَسَنٌ - حَسَانٌ
happen	سَاعَدَ ، مُسَاعَدَةٌ (عَلَى) ؛	help s.o. (with)	جَرَى - ، جَرِيٌّ ؛
	نَصَرَ - ، نَصْرٌ		وَقَعَ - ، وَقُوعٌ
happy (at, with)	مِنْ شَمْسٍ	hence	سَعِيدٌ - سَعْدَاءُ (بِ)
harm, hurt	هَنَا	here	أَسَاءَ ، إِسَاءَةٌ إِلَى
harsh, become	عَالٍ	high	إِشْتَدَّ ، إِشْتِدَادٌ

history	تاريخ	humility	ذَلٌّ
hit, strike	ضَرَبَ - ، ضَرْبٌ	hundred	مِئَةً ، مِائَةٌ - اِتِّ
hold (a meeting)	عَقَدَ - ، عَقْدٌ	hundreds of	مِثَالِ مَنْ
holiday	عِيدٌ - أَعْيَادٌ	hurt, harm	أَسَاءَ ، إِسَاءَةً إِلَى
holy	مُقَدَّسٌ - وَنٌ	husband	زَوْجٌ - أَزْوَاجٌ
home	بَيْتٌ - بَيْوتٌ	I	
homeland	بِلَادٌ ، وَطَنٌ - أَوْطَانٌ	I	أَنَا
honor	شَرَفٌ	i.e., that is	أَيُّ
honor of, in	عَلَى شَرَفٍ	idea	فِكْرَةٌ - فِكْرٌ
honor	أَكْرَمَ ، إِكْرَامٌ	if	إِنْ ، إِذَا ، لَوْ ... لَ
honorable	كَرِيمٌ - كَرَمًا ، كِرَامٌ	ignorance	جَهْلٌ
honors first class	مَرْتَبَةُ الشَّرَفِ الْأُولَى	ignorant	جَاهِلٌ - وَنٌ
hope	أَمَلٌ - آمَالٌ ، رَجَاءٌ	illiterate	أُمِّيٌّ - وَنٌ
hope	رَجَاءٌ ، رَجَاءٌ	immersed in, become	إِنْعَمَسَ ، إِنْعِمَاسٌ فِي
hospitality	حَسَنُ الضِّيَافَةِ	importance	أَهْمِيَّةٌ
hotel	فَنْدُقٌ - فَنَاقِدُ	importance to, be of	هَمٌّ - ، هَمٌّ
hour	سَاعَةٌ - اِتِّ	important	هَامٌ
house	بَيْتٌ - بَيْوتٌ ، دَارٌ - دُورٌ	impose s.th. on	فَرَضَ - فَرَضٌ عَلَى
		improve, get better	تَحَسَّنَ ، تَحَسُّنٌ
how?	كَيْفَ ؟	improve, make better	حَسَّنَ ، تَحَسَّيْنٌ
how are you?	كَيْفَ الْحَالُ ؟	improve, mend, repair	أَصْلَحَ ، إِصْلَاحٌ
how (beautiful she is)?	مَا (أَجْمَلُهَا)	improvement, betterment	تَحْسِينٌ ، إِصْلَاحٌ
how many? how much?	كَمْ ؟	in	فِي ، بِ
human being	إِنْسَانٌ	include	شَمِلَ - شَمْلٌ ، شُمُولٌ
		included (in a written document), come	جَاءَ - فِي ، بَ

including	مِنْهَا ...	institute	مَعَهْدٌ - مَعَاهِدٌ
income, revenue	دَخْلٌ	instruction	تَعْلِيمٌ - تَعَالِيمٌ
increase, grow larger	ازْدَادَ ، اَزْدِيَارٌ		ات -
incumbent upon	وَاجِبٌ عَلَى	intellectual	فِكْرِيٌّ
indeed!	إِنَّ ، وَاللَّهِ	intense	شَدِيدٌ - اَشْدَاءُ
independence	اِسْتِقْلَالٌ	intense, become (more) intensify	اِشْتَدَّ ، اِشْتَدَّادٌ
independent, be or become	اِسْتَقْلَلْ ، اِسْتَقْلَلْ	interest, concern, care	اِهْتِمَامٌ - ات
Indian	هِنْدِيٌّ - هِنُودٌ	interest, concern s.o.	هَمٌّ - هَمٌّ
indicate	دَلَّ ، دَلَالَةٌ عَلَى	interest in, take	اِهْتَمَّ ، اِهْتِمَامٌ
indication	دَلَالَةٌ - دَلَائِلٌ ، ات	interior affairs (cabinet)	دَاخِلِيَّةٌ
individual	فَرْدٌ - اَفْرَادٌ	internal	دَاخِلِيٌّ
induce	اِسْتَنْهَظَ - اِسْتَنْهَظَ	international	دَوْلِيٌّ
industry	صِنَاعَةٌ - ات	interview	مُقَابَلَةٌ - ات
influence (on)	تَأْثِيرٌ (عَلَى)	interview, meet	قَابَلَ ، مُقَابَلَةٌ
influence	أَثَرَ ، تَأْثِيرٌ عَلَى فِى	introduce s.o. to	قَدَّمَ ، تَقْدِيمٌ إِلَى
influenced by, be	تَأْثَرَ ، تَأْثَرْتُ فِى	introduce s.th. into	أَدْخَلَ ، إِدْخَالٌ عَلَى
inform (of)	أَخْبَرَ ، إِخْبَارٌ (بِ)	invite (to)	دَعَا ، دُعَاءٌ (إِلَى)
inhabitant	سَاكِنٌ - سُكَّانٌ	Islam	اَلْإِسْلَامُ
inner, interior	دَاخِلِيٌّ	Islamic	إِسْلَامِيٌّ
inquire (about) search (for)	تَفَحَّصَ ، تَفَحَّصْتُ (عَنْ)	island	جَزِيرَةٌ - جَزَائِرٌ ، جُزُرٌ
inside	دَاخِلٌ	isn't that so?	أَلَيْسَ كَذَلِكَ ؟
insist (on)	أَصْرًا ، إِصْرَارٌ (عَلَى)	issue, number (magazine)	عَدَدٌ - أَعْدَادٌ
insistence	إِصْرَارٌ	it	هُوَ ، هِيَ
instead of	عَوَضًا عَنْ		

J

jest	دُعَابَةٌ - اتُّ	know	عَرَفَ - ، مَعْرِفَةٌ ؛
Jew, be a	هَادٍ - ، هُودٍ		عَلِمَ - ، عِلْمٌ ؛
jinni, genie	جِنِّي - جِنٌّ		كَرَى - ، دِرَايَةٌ (بِـ)
job, position, work	وُظَافَةٌ - وَظَائِفُ ؛	knowledge, science	عِلْمٌ - عُلُومٌ
	عَمَلٌ - أَعْمَالٌ	knowledge, acquaintance	مَعْرِفَةٌ - مَعَارِفٌ
join in	شَارَكَ ، مُشَارَكَةٌ فِي	known for	مَعْرُوفٌ - وَنَ بِـ
joke	دُعَابَةٌ - اتُّ	known for, be	وَعَرِفَ بِـ
journalistic; journalist	وُصُفِي - وَنَ	known that, it is	مِنْ الْمَعْرُوفِ أَنَّ
Judaism	الْيَهُودِيَّةُ	Koran	الْقُرْآنُ
judge	قَاضٍ - قُضَاةٌ	Koranic verse	آيَةٌ - اتُّ
judge	حُكْمٌ - ، حُكْمٌ عَلَى	kubba	كُوبَةٌ
just as	كَمَا أَنَّ		

L

K

		lady	سَيِّدَةٌ - اتُّ
<u>kabob</u>	كَبَابٌ	lady of the house	سَيِّدَةُ الْبَيْتِ
keep on (doing s.th.)	اسْتَمَرَّ ، اسْتَمْرَارٌ	lady, young	أَنْسَةٌ - اتُّ
	بَقِيَ - ؛ ظَلَّ -	language	لُغَةٌ - اتُّ
kind, type, class	شَكْلٌ - أَشْكَالٌ	large	كَبِيرٌ - كِبَارٌ
kind, sect, faction	طَائِفَةٌ - طَوَائِفُ	last, final	آخِرٌ - أَخِيرٌ
kind to, be	أَحْسَنَ ، إِحْسَانٌ بِـ	last, past (time)	مَاضٍ
king	مَلِكٌ - مُلُوكٌ	last, endure	دَامَ - ، دَوَامٌ ، دَيْمُومَةٌ
kingdom	مَمْلَكَةٌ - مَمَالِكُ	last, continue	اسْتَمَرَّ ، اسْتَمْرَارٌ
kiss	قَبَّلَ ، تَقَبَّلَ / قَبْلَةً	late	مُتَأَخِّرٌ - وَنَ
		late, be, be delayed	تَأَخَّرَ ، تَأَخَّرُ

later, after that	بَعْدَ ذَلِكَ	like, take a liking to	أَحَبَّ ، حُبًّا
latter part of	آخِرٌ - أَوَّلُ	like, find pleasing (E. subj. → A. obj.)	أَعْجَبَ ، إِعْجَابًا
laugh	ضَحَكَ - ضُحِكَ	like	مِثْلَ ، كَ
law	قَانُونٌ - قَوَانِينُ	likes of, the	مِثْلُ
lay, lay down	وَضَعَ - وَضْعٌ	likewise	كَذَلِكَ
lead, conduct s.o.	سَارَ - سَيَّرَ ، مَسِيرًا	limit	حَدٌ - حُدُودٌ
leader	قَائِدٌ - قَوَادِمُ ، قَادَةٌ	linguistic	لُغَوِيٌّ - وَنٌ
league	جَامِعَةٌ ، جَمْعِيَّةٌ	link	رَابِطَةٌ - رَوَابِطُ
learn, come to know, find out about	عَرَفَ - مَعْرِفَةٌ ، عِلْمٌ	list, catalog	قَائِمَةٌ - قَوَائِمُ
learn (through study), become educated	تَعَلَّمَ ، تَعْلِيمٌ	listen (to)	اسْتَمَعَ ، اسْتِمَاعٌ (لِـ) ، أَنْصَتَ ، انْصَاتَ (لِـ)
learning, knowledge	عِلْمٌ	literary	أَدَبِيٌّ
leave, leave behind	تَرَكَ - تَرْكٌ	literary figure	أَدِيبٌ - أَدَبَاءُ
leave, go away	انْصَرَفَ ، انْصِرَافٌ	literature	أَدَبٌ - آدَابٌ
leave, set out, depart	سَافَرَ ، سَفَرٌ	little	صَغِيرٌ - صِغَارٌ
lecture	مُحَاضَرَةٌ - مُحَاضَرَةٌ	live, be alive	عَاشَ - عَيْشٌ ، مَعِيشٌ
lecture	حَاضِرٌ ، مُحَاضَرَةٌ	live, dwell, reside	سَكَنَ - سَكَنٌ
lend	أَقْرَضَ ، إِقْرَاضٌ ، قَرْضٌ	loan	قَرْضٌ - قُرُوضٌ
lesson	دَرْسٌ - دُرُوسٌ	local	مَحَلِّيٌّ
letter, epistle	رِسَالَةٌ - رِسَائِلُ	located, found	وَأَقَعَ
liberation	تَحْرِيرٌ	located, situated, be	وَقَعَ - وَقُوعٌ
library	مَكْتَبَةٌ - مَكْتَبَاتٌ	long	طَوِيلٌ - طَوَالٌ
lieu of, in	عَوَضًا عَنْ	long ago	قَدِيمًا
life, life-blood	حَيَاةٌ - حَيَوَاتٌ	longing for s.o.	مُشْتَاقٌ - وَنٌ إِلَى

look (at)	نَظَرَ - ، نَظَرَ (إِلَى)	make a speech	أَلْقَى ، أَلْقَى (مُحَاضَرَةً)
look for, search for	بَحَثَ - ، بَحَثَ عَنْ	make s.th. into s.th.	جَعَلَ - ، جَعَلَ
	فَتَشَّ ، فَتَشَّ عَنْ	man	رَجُلٌ - رِجَالٌ
look into, consider, study	نَظَرَ - ، نَظَرَ فِي	man, human being	إِنْسَانٌ
lord	رَبٌّ - أَرْبَابٌ	man, young	شَابٌ - شَبَابٌ
lose (not to win)	خَسِرَ - ، خَسِرَ خَسَارَةً	man of letters	أَدِيبٌ - أَدِيبٌ
lose, miss, be bereft of	فَقَدَ - ، فُقِدَ	manage, run	أَدَارَ ، إِدَارَةً
love	حَبَّ	management	إِدَارَةً
love, fall in love with	أَحَبَّ ، حَبَّ	manifest	أَبْدَى ، إِبْدَاءٌ
lower, decrease, lessen	خَفَضَ - ، خَفَضَ	manifestation	أَظْهَرَ ، إِظْهَارٌ
lunch	غَدَاءٌ	manner, procedure, method	مَظْهَرٌ - مَظَاهِرٌ
			مَنْهَجٌ - مَنْهَجٌ
		mansion, palace	قَصْرٌ - قُصُورٌ
M.A. degree	مَاجِسْتِير	manual	يَدَوِيٌّ
magazine	مَجَلَّةٌ - أَت	many, numerous	كَثِيرٌ - كَثَارٌ
magnificent	رَاشِعٌ	many of	كَثِيرٌ مِنْ
mail, post	بَرِيدٌ	march, walk	سَارَ - ، سِيرَ ، مَسِيرٌ
main, principal	رَئِيسِيٌّ	march s.o.	سَارَ - ، سِيرَ ،
maintain, preserve	حَافَظَ ، مُحَافَظَةً عَلَى		مَسِيرٌ -
major, main	رَئِيسِيٌّ	mark, trace	أَثَرَ - أَثَارٌ
majority of	مُعْظَمٌ ؛ غَالِبٌ	market, bazaar	سُوقٌ - أَسْوَاقٌ
make, do	فَعَلَ - ، فَعَلَ	marriage	زَوَاجٌ
make, create	جَعَلَ - ، جَعَلَ	marriage with, con-summate a	دَخَلَ عَلَيْهَا
make s.o. happy	أَسْعَدَ ، إِسْعَادٌ	marry, get married to s.o. (from)	تَزَوَّجَ ، تَزَوَّجَ (مِنْ)
	سَرَّ - ، سَرَّ		

marry s.o. to s.o.	زَوَّجَ، تَزَوَّجَ / زَوَّاجٌ	memoirs	مَذَكِّراتٌ
master, lord	رَبٌّ - أَرْهَابٌ	mention	ذَكَرَ - ذِكْرٌ
	سَيِّدٌ - سَادَةٌ	mercy on, have	رَحِمَ - رَحْمَةٌ
master, dominate	سَادَ - سِيَادَةٌ	messenger, apostle	رَسُولٌ - رِسلٌ
master's degree	ماجستير	middle	أَوْسَطُ (وَسْطَى)
maternal uncle	خَالَ - أَخُوَالٌ	Middle Ages	الْقُرُونُ الْوَسْطَى
matter	أَمْرٌ - أُمُورٌ	middle of, in the; in the midst of	وَسْطٌ
	شَأْنٌ - شُؤُونٌ		
may God make...prosper	اللَّهُ يُوفِّقُ	(military) campaign (على)	حَمْلَةٌ - حَمَلَاتٌ
		minister (cabinet)	وَزِيرٌ - وَزَرَاءُ
maybe	لَعَلَّ / قَدْ (يَفْعَلُ)	minister, prime	رَئِيسُ وَزَارَةٍ
meaning	مَعْنَى - مَعَانٍ		رَئِيسُ وَزَرَاءٍ
means, it	مَعْنَاهُ أَنْ	ministry (cabinet)	وِزَارَةٌ - ات
meet, become acquainted with	تَعَرَّفَ، تَعَرَّفَ عَلَى	minute (of time)	دَقِيقَةٌ - دَقَائِقُ
meet, meet with	اجْتَمَعَ، اجْتِمَاعٌ (مَعَ)	miscellaneous	مُتَفَرِّقٌ
	(بِ)؛ قَابِلٌ، مُقَابَلَةٌ	Miss	أَنِسَةٌ - ات
	التَقَى، التِّقَاءُ (بِ)	mission, expedition	بَحْثَةٌ - بَحْثَاتٌ
meet, encounter, come across, find	لَقِيَ - لِقَاءٌ	Mister	سَيِّدٌ - سَادَةٌ
		moderate	مُعْتَدِلٌ - وَنٌ
meet, receive, welcome	اسْتَقْبَلَ، اسْتِقْبَالٌ	modern	حَدِيثٌ - حُدَاثٌ
meeting, get-together, gathering, assembly	اجْتِمَاعٌ - ات		حُدُثَاءُ
meeting, encounter, get-together	لِقَاءٌ	mold, fashion, shape	جَبَلَ - جَلٌّ
		monarchy	مَمْلَكَةٌ - مَمَالِكُ
meeting, interview	مُقَابَلَةٌ - ات	money, cash	نَقْدٌ - نَقُودٌ
member	عَضْوٌ - أَعْضَاءُ	money, property	مَالٌ - أَمْوَالٌ
	فَرْدٌ - أَفْرَادٌ		

month	شهر - أشهر	Muslim	مسلم - ون
morals	خلق - أخلاق	mythical	أسطوري
morning	صباح	N	
most (adverb), very	جدا	Nabateans	أنباط
most of	معظم، غالب، أكثر	name	رسم - أسماء
mother	أم - أمهات؛ والدة - ات	name, call s.o. s.th.	سمى، تسمية؛ دعاء، دعاء؛ قال -، قول -
motion, movement	حرك		
mountain	جبل - جبال	nation, state	دولة - دول؛ أمة - أمم
mouth	فم - أفواه		
move, transfer, change residence (to)	انتقل، انتقل (إلى)	nation, people	شعب - شعوب
move, get moving, go	سار -، سير، مسير	national, nationalist, nationalistic, patri- otic	وطني - ون؛ قومي - ون
move about, roam	رحل -، رحيل	nationalism	قومية
movement, renaissance, rebirth, boom	نهضة - ات	nationalize	أمم، تأميم
movement, motion	حرك	native, indigenous	بلدي - ون
movie	فيلم / فلم - أفلام	naturally, of course	طبعاً
movies, cinema	سينما	nature	طبيعة
Mr.	سيد - سادة	nature, character	خلق، أخلاق - ات؛ صفة - ات
Mrs.	سيدة - ات		
much	كثير - ون، كثار	near (prep.), in the vicinity of	قرب
museum	متحف - متاحف	near, close by (to)	قريب (من)
must	وجب، يجب، وجوب (على) (أن)؛ واجب (على) (أن) على... أن	necessary (for s.o.) (to do s.th.)	واجب (على) أن
		necessary (for s.o.) that, it is	يجب (على) أن؛ من الواجب (على) أن

necessitate s.th.	تَطَلَّبَ ، تَطَلَّبَ	no; no!	لا
need (for)	حَاجَةٌ - أَتَ (إِلَى)	no doubt!	لا شَكَّ
need of, be in; to need s.th.	كَانَ بِحَاجَةٍ إِلَى ؛	noble	كَرِيمٌ - كِرَامٌ ، كُرْمًا
	إِحْتِيَاجٌ إِلَى	non-	غَيْرٌ ، عَدَمٌ
neighbor	جَارٌ - جِيرَانٌ	non-alignment	عَدَمُ الْإِنْحِيَاظِ
nevertheless	عَلَى الرَّغْمِ مِنْ ذَلِكَ ؛	nonetheless	مَعَ ذَلِكَ
	مَعَ ذَلِكَ	noon	ظَهْرٌ
new, another	جَدِيدٌ - دَوْدٌ	north	شِمَالٌ
new, modern	حَدِيثٌ - حَدَاثٌ ، حَدَثًا	not	لَا ؛ مَا ؛ لَمْ ؛
newlyweds	عُرُوسَانِ		غَيْرٌ ؛ عَدَمٌ ؛ لَيْسَ
news, news item	خَبَرٌ - أَخْبَارٌ	note	مَذْكُورَةٌ - أَتَ
newspaper	جَرِيدَةٌ - جَرَاثِدُ ؛	nothing	لَا شَيْءٌ
	صَحِيفَةٌ - صُفْ	now	الآنَ
newspaper-(adj.)	صَحْفِيٌّ	number	عَدَدٌ - أَعْدَادٌ
newspaperman, journalist	صُفْفِيٌّ - وَنَ	number of, a	عَدَدٌ مِنْ
		numerous	كَثِيرٌ - وَنَ ، كَثَارٌ
next, following	تَالِ		0
nice, witty, clever	ظَرِيفٌ - ظُرْفَاءُ		يَا ؛ أَيُّهَا (أَيَّتُهَا)
nickname s.o. s.th.	لَقَبٌ ، تَلْقِيبٌ -	O!	
night, a night	لَيْلَةٌ - أَتَ ، لَيْالٍ	oath	يَمِينٌ - أَيْمَنُ ، أَيْمَانٌ
night (as opposed to day), nighttime	لَيْلٌ	object, aim, target	هَدَفٌ - أَهْدَافٌ
		obligation (for s.o.)	وَاجِبٌ - أَتَ (عَلَى)
nine	تِسْعَةٌ	obtain, acquire	حَصَلَ - ، حُصُولٌ عَلَى
nineteen	تِسْعَةُ عَشَرَ	obvious, clear	وَاضِحٌ
ninety	تِسْعُونَ	occasion, opportunity, connection	مُنَاسَبَةٌ - أَتَ
ninth	تَاسِعٌ		

occur, take place	جَرَى - جَرَى ؛	one thousand	أَلْفٌ
	وَقَعَ - وَقَعَ	one time	مَرَّةٌ
o'clock	سَاعَةٌ	only	فَقَطْ (لا) ٠٠٠ إِلَّا
odd, strange	عَجِيبٌ - وَنَ	open	فَتَحَ - فَتَحَ
ode	قَصِيدَةٌ - قَصَائِدُ	opine	رَأَى - رَأَى (أَنَّ)
of, out of	مِنْ	opinion, viewpoint	رَأَى - آراءُهُ؛ نَظَرُهُ
of, concerning	عَنْ	opinion (that), be of the	رَأَى - رَأَى (أَنَّ)
of, belonging to; a friend of mine	لِصَدِيقِي	opinion, of one	عَلَى رَأْيِي وَاحِدٍ
of course	طَبَعًا	opinion of, in the	عِنْدَ ؛ فِي رَأْيِي
office (place)	مَكْتَبٌ - مَكَاتِبُ	oppose, resist	قَاوَمَ ، مُقَاوَمَةٌ
office, position	وُظُفَةٌ - وَظَائِفُ	or	أَوْ ؛ أَمْ
official, formal	رَسْمِيٌّ - وَنَ	order, system	نِظَامٌ - أَنْظَمَةٌ
official, employee	مَوْظَفٌ - وَنَ	order that, in	لِ ؛ لِكَيْ ؛ حَتَّى
often	كَثِيرًا	order that...not, in	لِكَيْلَا ؛ كَيْلَا ؛ لَيْلَا
oil	زَيْتٌ - زَيْتٌ	organization	مُنَظَّمَةٌ - ات
old, ancient	قَدِيمٌ - قَدَمَاءُ	orientalist	مُسْتَشْرِقٌ - وَنَ
old (person); older, oldest (sibling)	كَبِيرٌ - كِبَارٌ - كِبَرَاءُ	origin, source	أَصْلٌ - أُصُولٌ ؛ مَصْدَرٌ - مَصَادِرُ
on, on top of	عَلَى	original	أَصْلِيٌّ
on, upon (doing s.th.)	عِنْدَ ؛ لَدَى	orphan	يَتِيمٌ - أَيْتَامٌ ؛ يَتَامَى
on, on the subject of	فِي	other, another	آخَرُ - وَنَ
once	مَرَّةٌ	other than	غَيْرُ
one	وَاحِدٌ	Ottoman	وَهْ عَثْمَانِيٌّ
one, someone	أَحَدٌ (إِحْدَى)	outer, outside (adj.)	خَارِجِيٌّ
one hundred	مِائَةٌ / مِائَةٌ		

outside, outside of (prep.)	خَارِجٌ	participation	إِشْتِرَاكٌ ، مُشَارَكَةٌ
over, above	فَوْقَ	party, festivity	حَفْلَةٌ - أَت
overtake	أَدْرَكَ ، إِدْرَاكٌ	party (political)	حِزْبٌ - أَحْزَابٌ
owner (of)	صَاحِبٌ - وَن	pass (:time)	مَضَى - ، مِضَى
owners (of)	أَهْلٌ		إِنْقِضَى ، انْقِضَاءٌ
P			مَرَّ - ، مُرُورٌ
pact, alliance	حَلْفٌ - أَحْلَافٌ	pass by, pass through	مَرَّ - ، مُرُورٌ
paint, depict	صَوَّرَ ، تَصْوِيرٌ	past, last	مَاضٍ - وَن
palace, castle	قَصْرٌ - قُصُورٌ	paternal	أَبَوِيٌّ
paper	وَرَقٌ - أَوْرَاقٌ	paternal uncle	عَمٌ - أَعْمَامٌ
paper, piece or sheet of	وَرَقَةٌ - أَت	patient over, be	صَبَرَ - ، صَبْرٌ عَلَى
paradise	جَنَّةٌ	pay a visit to	زَارَ - ، زِيَارَةٌ
parents	وَالِدَانِ	peace	سَلَامٌ
parliament	بَرْلَمَانٌ	pedagogical	تَرْبَوِيٌّ
part	قِسْمٌ - أَقْسَامٌ ، جُزْءٌ - أَجْزَاءٌ	pen	قَلَمٌ - أَقْلَامٌ
partial to, be	رَاحِازٌ ، رَاحِيزٌ إِلَى	pencil	قَلَمٌ - أَقْلَامٌ
part in, take	إِشْتَرَاكٌ ، إِشْتِرَاكٌ فِي	peninsula	جَزِيرَةٌ - جَزَائِرٌ
	فِي		وَرْدٌ
participate in	إِشْتَرَاكٌ ، إِشْتِرَاكٌ فِي	people (human beings)	نَاسٌ / أَنْسَاءٌ
	شَارَكَ ،	people, folk, family	أَهْلٌ - أَهَالٍ
participate with s.o. in	مُشَارَكَةٌ فِي	people, nation	شَعْبٌ - شُعُوبٌ
		people, ordinary	أَهْنَاءُ الشَّعْبِ
		perceive, sense	شَعَرَ - ، شُعُورٌ
		perfect	كَامِلٌ ؛ تَامٌ

perform, carry out	أَدَّى ، تَأْدِيَةٌ ، قَامَ ، قِيَامٌ	place	مَكَانٌ - أَمَاكِنٌ ، أَمْكِنَةٌ ، مَحَلٌّ - ات ، مَحَالٌّ
perhaps	لَعَلَّ ؛ قَدْ (يَفْعَلُ)		
period (of time), interval	مُدَّةٌ - مَدَدٌ ؛ زَمَانٌ	place, status, posi- tion	مَكَانَةٌ
period, era, age	عَصْرٌ - عَصُورٌ ، أَعْصَارٌ ؛ عَهْدٌ - عُهُودٌ	place, put	وَضَعَ يَضَعُ ، وَضْعٌ
permissible	مُبَاحٌ	play, drama	تَمَثِيلِيَّةٌ
permissible, legiti- mate, become	حَلَالٌ - ، حَلَالٌ	please, delight s.o.	أَعْجَبَ ، إِعْجَابٌ
permit s.o. (to do s.th.)	سَمَحَ - ، سَمَاحٌ (بِـ)	please, gladden, make happy	سَرَّ - ، سُرُورٌ
persist, endure	اسْتَمَرَّ ، اِسْتِمْرَارٌ	pleasure at, liking s.th.	إِعْجَابٌ ، سُرُورٌ
persist, persevere (in)	أَصَرَ ، إِصْرَارٌ (عَلَى)	pleasure, fun	لَهْوٌ
person	إِنْسَانٌ	pocket	جَيْبٌ - جُيُوبٌ
personal, private	خَاصٌّ	poem	شِعْرٌ - أَشْعَارٌ
Ph. D.	دُكْتُورَاةٌ	poem; ode	قَصِيدَةٌ - قَصَائِدٌ
Pharoah	فِرْعَوْنٌ	poet	شَاعِرٌ - شُعْرَاءُ
philosophy	فَلَسَفَةٌ	poetry	شِعْرٌ - أَشْعَارٌ
photograph	صَوْرٌ ، تَصْوِيرٌ	point (to)	دَلَّ - ، دَلَالَةٌ (عَلَى)
picture, photo	صُورَةٌ - صُورٌ	point where, to the	حَتَّى ، إِلَى أَنْ
picture, depict	صَوَّرَ ، تَصْوِيرٌ	policy	سِيَاسَةٌ - ات
piece	قِطْعَةٌ - قِطْعٌ	political; politician	سِيَاسِيٌّ - وَن
piece of paper	وَرَقَةٌ - ات	politics	سِيَاسَةٌ
pilgrim (to Mecca)	حَاجٌّ - حُجَّاجٌ ، حَجَّيجٌ	poor	فَقِيرٌ - فُقَرَاءُ
pious	صَالِحٌ - وَن	position, status, rank	مَكَانَةٌ
		position, attitude (on)	مَوْقِفٌ - مَوَاقِفُ (مِنْ)

position, job	وَضِيفَةٌ - وَظَائِفُ	present, offer, submit, introduce	قَدَمَ ، تَقْدِمْ ،
possessions, property	مُلْكٌ - أَمْلاكٌ		تَقَدَّمَ ، تَقَدُّمٌ -
post, mail	بَرِيدٌ		عَرَضَ - ، عَرْضٌ
poverty	فَقْرٌ	preserve, keep	حَافَظَ ، مُحَافَظَةٌ عَلَى
power of, in the	بِيَدِ	president	رَئِيسٌ - رُؤَسَاءُ
powerful, strong	قَوِيٌّ - أَقْوَى	president (of a republic)	رَئِيسُ جُمْهُورِيَّةٍ
praise be to God	الْحَمْدُ لِلَّهِ	press, newspaper-(adj.)	وَوِصِيٌّ
praise	مَدَحٌ - مَدْحٌ	prestige, status, position	مَكَانَةٌ
prefer s.th. (over)	فَضَّلَ ، تَفَضَّلَ (عَلَى)	pretend	تَظَاهَرَ ، تَظَاهَرٌ
pre-Islamic	جَاهِلِيٌّ - وَنَ	prevail, rule	سَادَ ، سِيَادَةٌ
present, ready (for)	مُسْتَعِدٌّ - وَنَ (لِ)	prevail (peace)	إِنْتَشَرَ ، إِنْتِشَارٌ
preparatory	تَمْهِيدِيٌّ	prevalent	سَاشِدٌ
-(school)	إِعْدَادِيٌّ	prevent	مَنَعَ - ، مَنَعٌ
prepare s.th.	أَعَدَّ ، إَعْدَادٌ	previously, before	مِنْ قَبْلُ
prepare o.s., get ready (for)	إِسْتَعَدَّ ، إِسْتِعْدَادٌ (لِ)	price, cost	ثَمَنٌ - أَثْمَانٌ
prepared, ready, willing (to, for)	مُسْتَعِدٌّ - وَنَ (لِ)	price of, for the	بِ-
presence of, in the, with; before	لَدَى ، عِنْدَ ، أَمَامَ	primary (school)	إِبْتِدَائِيٌّ
present, gift	هَدِيَّةٌ - هَدَايَا ، هِبَةٌ - أَتْ	prime minister	رَئِيسُ وُزَرَاءَ ،
			رَئِيسُ وَزَارَةِ
present, attending, existing	حَاضِرٌ - وَنَ ، مُوجُودٌ - وَنَ	prince, emir	أَمِيرٌ - أُمَرَاءُ
		principal, main	رَئِيسِيٌّ
		print	طَبَعَ - ، طَبْعٌ
present, current	حَالِيٌّ ، حَاضِرٌ	printing, edition	طَبْعَةٌ - أَتْ
		private, personal	خَاصٌ

problem	مَشْكَلَة - ات	public school	مَدْرَسَة حُكُومِيَّة
	مَشَاكِل	publication, publishing	نَشْر ، إِصْدَار
produce, bring forth, make	أَنْتَج ، إِنتَاج	publish	نَشَر - ، نَشَر
produce, bring about, cause	سَبَب ، تَسْبِيب		أَصْدَر ، إِصْدَار
professor	أَسَاتِز - أَسَاتِذَة	punishment, discipline	تَأْدِيب
profit, gain (from)	رَبَح - ، رِبْح (مِنْ)	pupil, student, disciple	تَلْمِيز - تَلَامِيز ، تَلَامِذَة
profit, benefit (from)	إِسْتِفَادَة ، إِسْتِفَادَة (مِنْ)		
profound	عَمِيق	pursue, follow	تَابَعَ ، مُتَابَعَة
program	مَنْهَج - مَنَاهِج	put, place	وَضَعَ ، يَضَع ، وَضَع
program of instruction	مَنْهَج التَّعْلِيم	put off, postpone	أَجَّل ، تَأْجِيل
progress, advancement	تَقَدُّم	put out, produce	أَنْتَج ، إِنتَاج
progress, advance	تَقَدَّمَ ، تَقَدَّمَ		
promise (s.th.)	وَعْدَ يَحْدُ ، وَعْدَ (بِ)	Q	
promoted, be	تَرَقَّى ، تَرَقَّى	qasida, ode	قَصِيدَة - قَصَائِد
property, possessions, wealth	مَال - أَمْوَال	quarter, one-fourth	رَبْع - أَرْبَاع
	مَلِك - أَمْلاك	queen	مَلِكَة - ات
prophet	نَبِي - أَنْبِيَاء	question, query	سُؤَال - أَسْئَلَة
prophetic tradition, <u>hadith</u>	حَدِيث - أَحَادِيث	question, doubt (about)	شَك - شُكُوك (فِي)
		Qur'an	قُرْآن
		Qur'anic verse	آيَة - ات
protect, preserve	حَافَظَ ، مُحَافَظَة عَلَى	R	
provide, supply	وَفَّرَ ، تَوَفَّر	raise, lift up, erect	أَقَامَ ، إِقَامَة
provided in full measure, be	تَوَفَّرَ ، تَوَفَّر	rather, on the contrary	بَلْ ، إِنَّمَا
province, state	وِلَايَة - ات	reach, arrive (at)	وَصَلَ يَصِلُ ، وَصُول (إِلَى) ؛ بَلَغَ - ، بُلُوغ

read	قَرَأَ - ، قِرَاءَةٌ	regarding, concerning	بِشَأْنٍ ؛ حَوْلَ
reading (n.)	قِرَاءَةٌ	region, area, zone	مِنْطَقَةٌ - مَنَاطِقُ
ready (for), prepared, willing (to)	مُسْتَعِدٌّ - وَن (ل) حَاضِرٌ - وَن (ل)	regret: we regret, we are sorry that (Eng. subj. → A. obj.)	يُؤْسِفُنَا أَنْ
ready, prepare s.th.	أَعَدَّ ، إِعْدَادٌ	regulation, rule, law	قَانُونٌ - قَوَانِينُ
real	حَقِيقِي	reign, rule	سَارَ - ، سِيَادَةٌ
realization, accomplishment	تَحْقِيقٌ	relate (e.g., a tale)	حَكَى - ، حِكَايَةٌ
realize, make s.th. come true	حَقَّقَ ، تَحْقِيقٌ	relationship (to), connection (with)	عِلَاقَةٌ - اتُّ (بِ-)
realize, come to know	عَرَفَ - ، مَعْرِفَةٌ	relative, kinsman	قَرِيبٌ - أَقْرَبُ ، أَقْرَبَاءُ
realm, sphere, area	مَيْدَانٌ - مَيَازِينُ	religion	دِينٌ - أَدْيَانُ
reason, cause	سَبَبٌ - أَسْبَابُ	remain, stay	بَقِيَ - ، بَقَاءٌ
receive, be a recipient of (Eng. subj. → A. obj.)	جَاءَ - ، مَجِيءٌ	reminder, memo	مُذَكِّرَةٌ - اتُّ
	وَصَلَ يَصِلُ ، وَصُولٌ	renaissance	نَهْضَةٌ - اتُّ
	بَلَغَ - ، بُلُوغٌ	render (a service) (to)	قَدَّمَ ، تَقْدِيمٌ (خِدْمَةٌ) (ل)
receive, welcome s.o.	اِسْتَقْبَلَ ، اِسْتِقْبَالٌ	render, make s.th. s.th else (two acc.)	جَعَلَ - ، جَعْلٌ
recent	أَخِيرٌ ؛ حَدِيثٌ حَدَثَاتُ حَدَثَاءُ	renew	جَدَّدَ ، تَجْدِيدٌ
recently	أَخِيرًا ؛ حَدِيثًا	report	تَقَرَّرَ - تَقَارِيرُ ؛
recognize, know s.o.	عَرَفَ - ، مَعْرِفَةٌ		نَشْرَةٌ - نَشْرَاتُ
reconciliation, rationalization (between)	تَوْفِيقٌ (بَيْنَ)	reporter, correspondent	مُرَاسِلٌ - وَنَ
red	أَحْمَرٌ (حُمْرَاءُ) - حُمْرٌ	represent	مَثَّلَ ، تَمَثِيلٌ
refuse, reject	رَفَضَ - ، رَفْضٌ	representative	مُمَثِّلٌ - وَنَ ؛ مَنْدُوبٌ - وَنَ
regard, consider s.o. as (with two acc.)	رَأَى يَرَى ، رَأْيٌ		

reproach, chide	نَهَرَ - نَهْرٌ	restore, renew	جَدَّدَ ، تَجَدَّدَ
republic	جُمْهُورِيَّةٌ - اِتِّم	restrain, control o.s.	تَمَالَكَ ، تَمَالَكُ (نَفْسَهُ)
republican	جُمْهُورِيٌّ	result	نَتِيجَةٌ - نَتَايُجُ
repulse, reproach, chide	نَهَرَ - ، نَهْرٌ	resulting from, as a result of	نَتِيجَةٌ لـ
request (for)	طَلَبٌ - اِتِّم (لِ)	return (to)	عَوْدَةٌ ، رُجُوعٌ (إِلَى)
request	طَلَبٌ ، طَلَبٌ ؛ رَجَا - ، رَجَا	return, go/come back	رَجَعَ - ، رُجُوعٌ ؛ عَارَ - ، عَوْدَةٌ
require, need	اِحْتِيَاجٌ ، اِحْتِيَاجٌ إِلَى	return s.th.	رَدَّ - ، رَدٌّ
require, necessitate	تَطَلَّبَ ، تَطَلَّبَ	reveal, show	أَبْدَى ، إِبْدَاءٌ
researcher	بَاحِثٌ - وَنٌ	revenue, income	دَخْلٌ
reside, live	سَكَنَ - ، سَكَنَ ؛ أَقَامَ ، إِقَامَةٌ	revere	بَجَّلَ ، تَبَجَّلَ
residence, stay	سَكَنَ ؛ إِقَامَةٌ	revive	جَدَّدَ ، تَجَدَّدَ
resist, oppose	قَاوَمَ ، مُقَاوَمَةٌ	revolution, revolt	ثَوْرَةٌ - اِتِّم
resolve, solve	حَلَّ - ، حَلٌّ	reward, recompense	أَجَرَ - أَجْرٌ
resource	مَوْرِدٌ - مَوَارِدٌ	rich (in)	غَنِيَ - أَغْنَى (بِ)
respect	اِحْتِرَامٌ	right (n.), right to (do s.th.)	حَقٌّ - حَقُوقٌ
respect, honor	اِحْتَرَمَ ، اِحْتِرَامٌ	right, to be	كَانَ عَلَى حَقٍّ
respond, answer	أَجَابَ ، إِجَابَةٌ (عَلَى) ؛ رَدَّ - ، رَدٌّ	right, correct	صَحِيحٌ
response, answer	إِجَابَةٌ - اِتِّم ؛ رَدٌّ - رَدٌّ	right, proper	صَالِحٌ
responsible (for)	مَسْئُولٌ - وَنٌ (عَنْ)	ring	خَاتَمٌ - خَوَاتِمٌ
restaurant	مَطْعَمٌ - مَطَاعِمٌ	rise (to one's feet)	وَقَفَ يَقِفُ ، وَقُوفٌ ؛ قَامَ - ، قِيَامٌ
		rise (in rank), be promoted	تَرَقَّى ، تَرَقَّى

river	نَهْرٌ - أَنْهَارٌ	saying, wise; maxim	حِكْمَةٌ - حِكْمٌ
road	طَرِيقٌ - طَرِيقٌ	scant, scarce	قَلِيلٌ - قَلَائِلٌ ،
roster, list	قَائِمَةٌ - قَوَائِمٌ		قِلَالٌ
row	صَفٌّ - صُفُوفٌ	scattered	مُنْتَشِرٌ - وَنٌ
royal, royalist	مَلِكِيٌّ - وَنٌ	school	مَدْرَسَةٌ - مَدَارِسٌ
ruins	آثَارٌ	school (of a university), college	كَلِيَّةٌ - اَتٌ
rule, regulation	قَانُونٌ - قَوَانِينٌ	School of Arts	كَلِيَّةُ الْآدَابِ
rule, principle, model	قَاعِدَةٌ - قَوَاعِدٌ	school, public	مَدْرَسَةٌ دَوْلِيَّةٌ
rule, governance	حُكْمٌ	science	عِلْمٌ - عُلُومٌ
rule, govern	حُكْمٌ - حُكْمٌ	scientific	عِلْمِيٌّ
rule, prevail	سَادَ - سَيَادَةٌ	scream	صَرَخَ - صَرَاحٌ
ruler, governor	حَاكِمٌ - حُكَّامٌ	scribe	كَاتَبٌ - كُتَّابٌ
run, manage	أَدَارَ - إِدَارَةٌ	sea	بَحْرٌ - بِحَارٌ
	S	search for	بَحَثَ - ، بَحَثٌ عَنْ ؛
sacred	مَقْدَسٌ - وَنٌ		فَتَّشَ ، تَفْتِيشٌ عَنْ ؛
sad, be	حَزَنَ - ، حُزْنٌ		تَفَحَّصَ ، تَفَحُّصٌ عَنْ
sadness	حَزَنٌ	seat s.o.	أَجْلَسَ ، إِجْلَاسٌ
same, the	نَفْسُ الْـ	secede (from)	انْفَصَلَ ، انْفِصَالٌ
satan	شَيْطَانٌ - شَيْاطِينٌ		(عَنْ)
say	قَالَ - ، قَوْلٌ	second	ثَانٍ
say nothing, remain silent	سَكَتَ - ، سُكُوتٌ	secondary	ثَانَوِيٌّ
	أَيُّ	secretary	سَكْرَتِيرٌ - وَنٌ
say, that is to; that is, i.e.		Secretary of State	وَزِيرُ الْخَارِجِيَّةِ
saying, proverb	مَثَلٌ - أَمْثَالٌ	section, part	قِسْمٌ - أَقْسَامٌ

see	رَأَى يَرَى ، رُؤْيَةً	seventh	سَابِعٌ
	شَاهَدَ ، مُشَاهَدَةً	seventy	سَبْعُونَ
	لَمَحَ - ، لَمَحَ	several	عَدَدٌ مِنْ
selection, excerpt	مَقْتَطَفٌ - أَت	severe, intense	شَدِيدٌ - أَشَدُّ ، أَشَدَّادٌ
self	نَفْسٌ - نُفُوسٌ ، أَنْفُسٌ	severe, become, intensify	إِشْتَدَّ ، إِشْتَدَّادٌ
self-control, regain	تَمَالَكَ ، تَمَالَكَ نَفْسَهُ	shame, disgrace, embarrassment	خَجَلٌ
sell	بَاعَ - ، بَاعَ	shape, form	شَكْلٌ - أَشْكَالٌ
send	أَرْسَلَ ، إِرسَالٌ		صُورَةٌ - صُورٌ
send back	رَدَّ - ، رَدَّ	shape, form, create	جَبَلَ - ، جَبَلَ
sense, meaning	مَعْنَى - مَعَانٍ	share in	إِشْتَرَكَ ، إِشْتِرَاكَ فِي
sense, feel	شَعَرَ - ، شَعُورٌ	she	هِيَ
sentence; clause	جُمْلَةٌ - جُمْلٌ	sheet of paper	وَرَقَةٌ - أَت
sentence, pass sentence on	حَكَمَ - ، حَكَمَ عَلَى	ship	سَفِينَةٌ - سَفْنٌ
separate, divide	فَرَّقَ ، تَفَرَّقَ ، تَفَرُّقٌ	short	قَصِيرٌ - قِصَارٌ
	هَامٌ	shorten	أَقْصَرَ ، إِقْصَارٌ
serious, important	حَدَدٌ ، تَحْدِيدٌ	show, evidence	دَلَّ - ، دَلَالَةٌ (على)
serve	خَدَمَ - ، خِدْمَةٌ	show, reveal	أَبْدَى ، إِبْدَاءٌ
service	خِدْمَةٌ - خِدْمَاتٌ		أَظْهَرَ ، إِظْهَارٌ
service of, be active in the	عَمِلَ - ، عَمِلَ عَلَى	show concern for	إِهْتَمَّ ، إِهْتِمَامٌ بِـ
set, appoint (a date)	حَدَدَ ، تَحْدِيدٌ	shroud	كَسَفَ ، تَكْفِينٌ
set up, establish	أَقَامَ ، إِقَامَةٌ	shut up, fall silent	سَكَتَ - ، سُكُوتٌ
seven	سَبْعَةٌ	side with	إِنْحَازَ ، إِنْحِيَازٌ إِلَى
seventeen	سَبْعَةُ عَشَرَ	sight, eyesight	بَصَرٌ - أَبْصَارٌ
		sign, trace	أَثَرٌ - آثَارٌ

silent, remain	سَكَتَ - ، سُكُوتٌ	social, societal	اجْتِمَاعِيٌّ
similar to, like	مِثْلُ	socialist	اِسْتِرَاكِيٌّ
since, ever since	مِنْذُ	society, community	مُجْتَمَعٌ - اَتٌ
sincere (to)	مُخْلِصٌ - وَنَ (لِ)	society, association	جَمْعِيَّةٌ - اَتٌ ؛
sincere (to), be	اَخْلَصَ ، اِخْلَاصٌ		رَابِطَةٌ - رَوَابِطُ
	(لِ)		جَامِعَةٌ - اَت
sing	غَنَى ، غِنَاءٌ	sociological	اجْتِمَاعِيٌّ
singer	مُغَنٍّ - مُغَنِّونَ	soldier	جُنْدِيٌّ - جُنُودٌ
singing	غِنَاءٌ	solution	حَلٌّ - حُلُولٌ
sister	أُخْتُ - أَخَوَاتٌ	solve	حَلٌّ - ، حَلٌّ
sit down, sit up	جَلَسَ - ، جُلُوسٌ	some	بَعْضٌ
situated, be	وَقَعَ يَقَعُ ، وَقُوعٌ	someone	أَحَدٌ (اِأَحَدِي)
situation, condition, state	وَضْعٌ - أَوْضَاعٌ ؛	something	شَيْءٌ - أَشْيَاءُ
	حَالٌ - أَحْوَالٌ ؛	something which	مِمَّا ، مَا
	مَوْقِفٌ ؛ شَأْنٌ	sometimes	أَحْيَانًا ؛ قَدْ (يَفْعَلُ)
six	سِتَّةٌ	son	ابْنٌ - أَبْنَاءُ
sixteen	سِتَّةَ عَشَرَ	son (diminutive)	بَنِيٌّ
sixteenth	سَادِسَ عَشَرَ	song	أُغْنِيَّةٌ - أَعَانٌ
sixth	سَادِسٌ	sons and daughters	الْبَنُونَ وَالْبَنَاتُ
sixty	سِتِّونَ	soon	قَرِيبًا
slave girl, servant	جَارِيَّةٌ - جَوَارِيٌّ	soul	نَفْسٌ - نَفُوسٌ ، أَنْفُسٌ
sleep	نَامَ - ، نَوْمٌ	source, origin	مَصْدَرٌ - مَصَادِرُ
small, little	صَغِيرٌ - صِغَارٌ	south	جَنُوبٌ
small (in number), few	قَلِيلٌ - قَلَائِلُ ، قِلَالٌ	spacious	وَاسِعٌ

speak (to) (about)	تَحَدَّثَ ، تَحَدَّثَ / حَدِيثٌ (إِلَى) (عَنْ) ، تَكَلَّمَ ، تَكَلَّمَ / كَلَامٌ	start, found, establish	أَنْشَأَ ، أَنْشَأَ ، أَقَامَ ، أَقَامَ ، دَوْلَةً - دَوْلٌ ، أُمَّةٌ ، أُمَّةٌ ، بَلَدٌ ، بَلَدٌ ، بَلَدٌ ، بَلَدٌ ، وَلَايَةً - أُمَّةٌ ، مَكَانَةً
special	خَاصٌّ	state, nation, country	
specialist	مُتَخَصِّصٌ - وَنَ		
speech, talk	كَلَامٌ ؛ حَدِيثٌ		
speech, oration	إِخْبَاطٌ - أُمَّةٌ ، أَخْطَبَةٌ	state, province	وَلَايَةً - أُمَّةٌ ، مَكَانَةً
spite of, in	عَلَى الرَّغْمِ مِنْ . . .	status, position, rank	
spread out, wide-spread	مُنْتَشِرٌ - وَنَ	stay, remain, be left	بَقِيَ - ، بَقِيَ
spread out, become	إِنْتَشَرَ ، إِنْتَشَرَ	stay, reside, dwell	أَقَامَ ، أَقَامَ ، عَصَاً - عَصِي
stage, phase	مَرَحَلَةٌ - مَرَاكِلُ	stick, rod (f.)	
stage, theatre	مَسْرَحٌ - مَسَارِحُ	still, is still	مَا زَالَ ، لَا يَزَالُ
stand, attitude, position (on)	مَوْقِفٌ - مَوَاقِفُ	stop, come to a standstill, take a stand (on)	وَقَفَ يَقِفُ ، وَقُوفٌ (فِي)
stand, stand up	قَامَ - ، قِيَامَةٌ	stop, come to an end	إِنْقَطَعَ ، إِنْقَطَعَ
stand, come to a stop	وَقَفَ يَقِفُ ، وَقُوفٌ	stop (doing s.th.)	كَفَّ ، كَفَّ عَنْ
standing, on foot; stopped	قَائِمٌ - وَنَ	stop talking, fall silent	سَكَتَ - ، سَكُوتٌ
	وَاقِفٌ - وَنَ	story, tale	قِصَّةٌ - قِصَصٌ ، حِكَايَةٌ - أُمَّةٌ
star	كَوْكَبٌ - كَوَاكِبُ		
start, begin s.th.	بَدَأَ - ، بَدَأَ	story is, the whole	كُلُّ مَا فِي الْأَمْرِ
start, begin (to do s.th.)	بَدَأَ - ، بَدَأَ ، أَخَذَ ، جَعَلَ ، أَقْبَلَ عَلَى	strange, odd, amazing	عَجِيبٌ - وَنَ
		strange, odd, foreign, peculiar, astonishing	غَرِيبٌ - غُرَبَاءُ

stranger, foreigner	أَجْنَبِيٌّ - أَجَانِبٌ ؛ غَرِيبٌ - غُرَبَاءُ	successful, render s.o. (God)	وَفَّقَ تَوْفِيقٌ
street	شَارِعٌ - شَوَارِعٌ ؛ طَرِيقٌ - طُرُقٌ	such a...as such and such	مِثْلُ كَذَا وَكَذَا
strike, hit	ضَرَبَ - ضَرْبٌ ؛ ضَرْبٌ - ضَرْبٌ	sufficient, be	كَفَى - ، كِفَايَةٌ
strong, powerful	قَوِيٌّ - أَقْوِيَاءُ	sultanate	سُلْطَنَةٌ
strong, intense, be- come	اِشْتَدَّ ، اِشْتَدَادٌ	summary, resumé	مَوْجَزٌ
struggle, fight	مُكَافَحَةٌ ؛ عِرَاكٌ	summer	صَيْفٌ - أَصْيَافٌ
struggle	كَافَحَ ، مُكَافَحَةٌ	supervise	أَشْرَفَ ، إِشْرَافٌ عَلَى
student	طَالِبٌ - طُلَّابٌ ؛ تَلْمِيزٌ - تَلَامِذَةٌ ، تَلَامِيزٌ	supervisor	مُشْرِفٌ - وَنْ
study, studies	دِرَاسَةٌ - اِتِّ	supervision over	إِشْرَافٌ عَلَى
study	دَرَسَ - ، دَرْسٌ ، دِرَاسَةٌ	supper	عِشَاءٌ
study, look into, consider	نَظَرَ - ، نَظَرٌ فِي	suppose, think (two acc.)	ظَنَّ - ، ظَنٌّ
study mission	بَحْثَةٌ دِرَاسِيَّةٌ	surprise, amazement	دَهْشَةٌ ؛ عَجَبٌ
style	أُسْلُوبٌ - أُسَالِيبٌ	surprise s.o.	أَدْهَشَ ، إِدْهَاشٌ
subject, topic	مَوْضُوعٌ - مَوَاضِيعٌ	surprised, be	تَعَجَّبَ ، تَعَجُّبٌ
subject of, on the	فِي	surround	أَحَاطَ ، إِحَاطَةٌ بِـ
submit (e.g., an application)	تَقَدَّمَ ، تَقَدُّمٌ - ؛ قَدَّمَ ، تَقْدِيمٌ	suspect, doubt	شَكَّ - ، شَكٌّ (فِي)
subsequent, following	تَالٍ	suspicion (about)	شَكٌّ - شُكُوكٌ (فِي)
succeed (in)	نَجَحَ - ، نَجَاحٌ (فِي)	sweetheart	حَبِيبٌ - أَحِبَّاءُ
success (in)	نَجَاحٌ (فِي)	system, order	نِظَامٌ - أَنْظَمَةٌ
			T
subsequent, following	تَالٍ	table	طَاوِلَةٌ - اِتِّ
succeed (in)	نَجَحَ - ، نَجَاحٌ (فِي)	table, chart, tablet	لَوْحَةٌ - اِتِّ
success (in)	نَجَاحٌ (فِي)	take	أَخَذَ - ، أَخْذٌ

take, conduct s.o. (to)	سَارَ - ، سِيرَ	text, passage	نَصٌ - نَصُوصٌ
	(إِلَى) ؛ ذَهَبَ - ،	thank (for)	شَكَرَ - ، شُكْرٌ (عَلَى)
	ذَهَابٌ - (إِلَى)	thank you! thanks!	شُكْرًا
take s.o. back	عَادَ - ، عَوَدَ	thanks (for)	شُكْرٌ (عَلَى)
take a liking to	أَحَبَّ ، حُبٌّ	that (demonstrative)	هَذَا (هَذِهِ) ؛ ذَلِكَ
take an interest in	اهْتَمَّ ، اهْتِمَامٌ -		(تِلْكَ)
take out, remove	أَخْرَجَ ، إِخْرَاجٌ	that, who (relative)	الَّذِي (الَّتِي)
take place, happen	جَرَى - ، جَرَى	that (conjunction)	أَنَّ ؛ إِنْ ؛ أَنْ
take up residence (in)	سَكَنَ - ، سَكَنَ (فِي)	that, the fact that	أَنَّ
tall	طَوِيلٌ - طَوَالٌ	that which, what (indefinite relative)	مَا
target	هَدَفٌ - أَهْدَافٌ	that which...by way of	مَا ... مِنْ
tea	شَايٌ	that is (to say), i.e.	أَيُّ
teach	عَلَّمَ ، تَعْلِيمٌ ؛ دَرَسَ ، تَدْرِيسٌ	theater	مَسْرَحٌ - مَسَارِحٌ
teacher	مُعَلِّمٌ - وَنَ ؛ مُدَرِّسٌ - وَنَ	then, at that time	عِنْدَئِذٍ ؛ حِينَئِذٍ ؛ وَقْتِئِذٍ ؛ سَاعَتِئِذٍ
technical	فَنِّيٌّ	then, after that, thereupon	ثُمَّ ، مِنْ ثَمَّ
tell, inform	أَخْبَرَ ، إِخْبَارٌ	then, in that case, therefor	إِذَا ، إِذَنْ
tell, say to	قَالَ - ، قَوْلٌ	theory	نَظَرٌ
tell, relate	حَكَى - ، حِكَايَةٌ	there	هُنَاكَ
temple	هَيْكَلٌ - هَيَاكِلٌ	there is, there are	هُنَاكَ
ten	عَشْرَةٌ	there is no doubt	لَا شَكَّ
tent	خَيْمَةٌ - خِيَامٌ	therefore, then	لِذَلِكَ ؛ عَلَى ذَلِكَ ؛
tenth	عَاشِرٌ		إِذَا ، إِذَنْ
termination, end	نَهَايَةٌ - أَتٌ		

these	هَؤُلَاءِ	time, one	مَرَّةً - اَتَمَّ
thesis, dissertation	رِسَالَةٌ - رِسَالَتٌ	time, period of	مُدَّةً - مَدَدٌ
they	هُمْ ؛ هُنَّ ؛ هُمَا	time has come	حَانَ (اَلْوَقْتُ)
thing	شَيْءٌ - أَشْيَاءُ	time (of appointment)	مَوْعِدٌ - مَوَاعِدُ ؛
think	فَكَّرَ ، تَفَكَّرَ		مِيْعَادٌ - مَوَاعِيدُ
think, consider s.o. as s.th. (two acc.)	اِعْتَبَرَ ، اِعْتَبَارُهُ رَأَى ، رَأَى ، رَأَى ؛ ظَنَّ - ، ظَنَّ	title, caption	عَنْوَانٌ - عَنَاوِينُ
		title, nickname	لَقَبٌ ، تَلْقِبٌ -
		to, toward	إِلَى
thinker, intellectual	مُفَكِّرٌ - وَنٌ	to, for	لِـ
third (ordinal)	ثَالِثٌ	today	اَلْيَوْمَ
third (fraction)	ثَلَاثٌ - اَثْلَاثٌ	together	مَعًا
thirteen	ثَلَاثَةَ عَشَرَ	tomorrow	غَدًا
thirteenth	ثَالِثَ عَشَرَ	tonight	اَللَّيْلَةَ
thirty	ثَلَاثُونَ	too, also	أَيْضًا ؛ كَذَلِكَ
this	هَٰذَا (هَٰذِهِ)	touch with, be in	اِتَّصَلَ ، اِتِّصَالَ بِهِ
those	أُولَٰئِكَ	trace, sign	أَثَرٌ - آثَارٌ
thought, idea	فِكْرَةٌ - فِكْرٌ	trade, commerce	تِجَارَةٌ
thousand	أَلْفٌ - آلَافٌ	transfer, move to, change one's residence, school, etc. to	اِنْتَقَلَ ، اِنْتِقَالٌ إِلَى
thousands of	أُلُوفٌ مِنْ		
three	ثَلَاثَةٌ	transfer, transport s.th.	نَقَلَ - ، نَقْلٌ
ticket	تَذْكِرَةٌ - تَذَاكِرُ		
time	وَقْتُ - أَوْقَاتٌ ؛ زَمَنٌ - أَرْمَانٌ ؛ حِينَ - أَحْيَانٌ	translate	تَرَجَّمَ ، تَرْجَمَةٌ
		transmit, pass on	نَقَلَ - ، نَقْلٌ
		transmit, broadcast	أَنَاعَ ، إِذَاعَةٌ
time, era, age	عَهْدٌ - عُهُودٌ	transport	نَقَلَ - ، نَقْلٌ

travel, trip	سَفَرٌ ، أَسْفَارٌ	two	إِثْنَانِ (إِثْنَتَانِ)
travel (to)	سَافَرَ ، سَفَرٌ (إِلَى)؛ رَحَلَ - رَحِيلٌ	type, model, pattern	نَمُودَجٌ - نَمَازِجٌ
	(إِلَى)	type, kind, class	شَكْلٌ - أَشْكَالٌ
U			
traveler, great	رَحَّالٌ - رَحَّالَةٌ	ugly	قَبِيحٌ - قَبِيْحٌ
treat with respect	بَجَّلَ ، تَبَجَّلَ	un-	غَيْرٌ ؛ عَدَمٌ
treatise, disserta- tion	رِسَالَةٌ - رِسَائِلٌ	uncle	عَمٌّ - عُمُومٌ ، أَعْمَامٌ ؛
trip	سَفَرٌ - أَسْفَارٌ ؛ رَحْلَةٌ - رَحَلَاتٌ	under, underneath	خَالٌ ، أَخْوَالٌ تَحْتَ
triumph (over)	إِنْتَصَرَ ، إِنْتِصَارٌ (عَلَى)	understand	فَهِمَ - ، فَهِمٌ
triumph (over), let s.o.	نَصَرَ - ، نَصْرٌ (عَلَى)	undertake	قَامَ - ، قِيَامَةٌ -
true, correct	صَحِيحٌ	unemployment	بَطَالَةٌ
true or false	صَوَابٌ أَمْ خَطَأٌ	unify	وَحَّدَ ، تَوْحِيدٌ
truly	حَقًّا ؛ إِنْ	union	وَحْدَةٌ
trust, have confi- dence in	وَثِقَ يَثِقُ ، ثِقَةٌ ، وَثُوقٌ -	unit	وَحْدَةٌ - اِتِّ
truth	حَقٌّ - حُقُوقٌ	unite (intrans.)	إِتِّحَادٌ ، اِتِّحَادٌ
try, attempt	حَاوَلَ ، مُحَاوَلَةٌ	unite (trans.)	وَحَّدَ ، تَوْحِيدٌ
turn (one's) atten- tion	إِنْصَرَفَ ، إِنْصِرَافٌ	unity	وَحْدَةٌ
	إِلَى	university	جَامِعَةٌ - اِتِّ
twelfth	ثَانِي عَشَرَ	unless	إِلَّا إِذَا
twelve	إِثْنَا عَشَرَ	until	حَتَّى ؛ إِلَى أَنْ
twenty	عِشْرُونَ	untrue	غَيْرٌ صَحِيحٌ
twice	مَرَّتَيْنِ	upon (doing s.th.)	عِنْدَ ؛ لَدَى
		upside down	مَقْلُوبٌ - وَنَ
		use to, be of; to benefit	نَفَعَ - ، نَفْعٌ

use, benefit (from)	إِسْتِفَادَة ، سَار - ، سِير	walk
	(مِنْ) walk around	تَجَوَّل ، تَجَوَّل
use, employ, utilize	إِسْتِخْدَام ، حَاطَظ - حِطَان	wall
usually	عَادَة want, wish, desire	وَدَّ / وَدِدَتْ يُوَدُّ

V

vacant	خَالٍ - وَن	أَرَادَ، إِرَادَة ، شَاءَ - ، مَشِئَة
various	مُخْتَلِفٌ - وَن	حَرْبٌ - حُرُوبٌ
verily	إِنَّ war (f.)	سَاعَة - ات
very	جَدًّا watch; clock	شَاهِدٌ ، مُشَاهِدَة
victorious (over), be	إِنْتَصَرَ، إِنْتَصَارٌ (عَلَى) watch, look at	مَاءٌ - مِيَاهُ
view, opinion (on)	رَأْيٌ (فِي) ، نَظَرٌ (فِي) water	طَرِيقٌ - طَرِيقٌ
view of, in the, in the opinion of	عِنْدَ ، فِي رَأْيٍ ، way, road	نَحْنُ
	فِي نَظَرٍ we	مَالٌ - أَمْوَالٌ
village	قَرْيَة - قُرَى wealth, property	ثَرَوْهٌ - ات
visit	زِيَارَة - ات wealth, riches	غَنِيٌّ - أَغْنِيَاءُ (بِ)
visit; (with cognate accusative) pay a visit to	زَارَ - ، زِيَارَة wealthy, rich (in)	عَرَسَ - أَغْرَاسٌ
	wedding	أُسْبُوعٌ - أُسَابِيعُ
visiting	زَارَ - وَن week	بَكَى - ، بُكَاءٌ
visitor	زَارَ - زَوَارٍ weep, cry	أَهْلًا وَسَهْلًا
vocabulary items	مُفْرَدَاتٌ welcome!	رَحَبٌ - تَرْحِيبٌ (بِ)
voice, noise	صَوْتٌ - أَصْوَاتٌ welcome s.o.	مَعْرُوفٌ - وَن (بِ)
volume, tome	جُزْءٌ - أَجْزَاءٌ well-known (for)	مَشْهُورٌ - وَن (بِ)

W

wait (for)	إِنْتَظَرَ، إِنْتِظَارٌ west	غَرْبٌ
waiting (for), be	كَانَ فِي الْإِنْتِظَارِ what? (interrogative pronoun)	مَاذَا ، مَا

what? (interrogative adjective), which?	أَيُّ (أَيَّةٌ)	will not (do s.th.)	لَنْ (يَفْعَلُ)
what (relative pronoun), that which	مَا ؛ الَّذِي	will, wish	شَاءَ ، مَشِئَةً
what a...he is!	يَا لَهُ ... مِنْ	willing, ready (to)	مُسْتَعِدٌّ - وَنَ (لِ)
when? (interrogative)	مَتَى	win, gain	رَبِحَ - ، رِبْحٌ
when (relative), whenever	لَمَّا ؛ حِينَ ؛ عِنْدَمَا	window	شَبَّاكٌ - شَبَابِيكٌ
where? (interrogative)	أَيْنَ	wing	جَنَاحٌ - أَجْنَحَةٌ
where (relative)	هَيْثُ	wisdom, word of wisdom	حِكْمَةٌ - حِكْمٌ
which? (interrogative adjective)	أَيُّ (أَيَّةٌ)	wise; wise person	حَكِيمٌ - حُكْمَاءُ
which, that (relative)	الَّذِي (الَّتِي)	wish, desire (for)	رَغْبَةٌ - أَتَ (فِي)
while	وَ (أَلْحَالِ)	wish, want	أَرَادَ ، إِرَادَةً ؛ وَدَّ / وَدِدْتُ يَوَدُّ ، يُدِّ ، وَدَادَ ؛ شَاءَ ، مَشِئَةً ؛ رَغِبَ - ، رَغْبَةً (فِي)
white	أَبْيَضُ (بَيْضَاءُ) بَيْضٌ		
who? (interrogative)	مَنْ		
who (relative)	الَّذِي (الَّتِي) - الَّذِينَ		
who, the one who, whoever (indefinite relative)	مَنْ	wish, hope	رَجَا - ، رَجَاءٌ
whole	كُلُّ	with, accompanied by	مَعَ
whose?	لِمَنْ	with, by means of	بِـ
why?	لِمَاذَا	with, at the place of	عِنْدَ ؛ لَدَى
wide	وَاسِعٌ	without (prep.)	بِدُونِ ؛ دُونَ
widespread	مُنْتَشِرٌ - وَنَ	without (conj.)	دُونَ أَنْ
wife	زَوْجَةٌ - أَتَ	without exception, absolutely	مُطْلَقًا
will, wish, desire	إِرَادَةٌ ؛ مَشِئَةٌ ؛ رَغْبَةٌ	witness	شَهِدَ - ، شَهَادَةً
will, going to (do s.th.)	سَوْفَ (يَفْعَلُ)		

woman	اِمْرَأَةٌ / اَلْمَرْأَةُ - نِسَاءٌ، نِسْوَةٌ	you (honorific)	حَضْرَتُكَ - حَضْرَاتُكُمْ
		you're welcome!	عَفْوًا
woman, young	فَتَاةٌ - فَتَيَاتٌ	young (person)	صَغِيرٌ - صِغَارٌ
womanly, female	نِسَائِيٌّ	youth, young man	شَابٌ - شَبَابٌ
word	كَلِمَةٌ - اِت		Z
work	عَمَلٌ - اَعْمَالٌ	zone, region, area	مِنْطَقَةٌ - مَنَاطِقُ
work	عَمِلَ - ، عَمِلَ		
work for	عَمِلَ - ، عَمِلَ عَلَى		
worker, laborer	عَامِلٌ - عَمَّالٌ		
world	عَالَمٌ - عَوَالِمُ ؛ دُنْيَا		
worse, worst	اَسْوَأُ		
worship	عَبَدَ - ، عِبَادَةٌ		
write	كَتَبَ - ، كِتَابَةٌ		
write, compose	اَلَّفَ ، تَأَلَّفَ		
writer, author	كَاتِبٌ - كُتَّابٌ		

Y

year	سَنَةٌ - سَنَوَاتٌ، سِنُونٌ ؛ عَامٌ - اَعْوَامٌ
yellow	اَصْفَرُ (صَفْرَاءُ) - صَفَرٌ
yes	نَعَمْ
yesterday	اَمْسٌ
you	أَنْتَ - أَنْتُمْ ، (أَنْتِ - أَنْتُنَّ) أَنْتَما - أَنْتُمْ

ARABIC-ENGLISH GLOSSARY

This glossary contains all the active vocabulary--words the student is responsible for--in this book. It also contains all the passive vocabulary found in the drills and exercises, as well as many words appearing in grammatical notes to illustrate a particular rule. These words are all bracketed [].

The order of entries in the list parallels that of A Dictionary of Modern Written Arabic by Hans Wehr, edited by J Milton Cowan, Cornell University Press, Ithaca, in order to acquaint the student as soon as possible with Arabic dictionary usage. There are also some dictionary drills in the book to introduce the student to the arrangement of lexical items. In brief, words are listed by root; verbs, if any, are given first, by verb Form number. Next come short nouns and adjectives, followed by longer ones, and finally nouns that have prefixed m-, verbal nouns, and participles. The following are conventions peculiar to this book:

The symbol # indicates a new root; in case of two homophonous roots, both such roots are identified by ##.

Feminine nouns and adjectives are not entered if they are automatically derivable from the masculine by the feminine suffix ة -a(t)un. Thus, مُعَلِّم 'teacher' (male) implies مُعَلِّمَة 'teacher' (female).

Nisba adjectives are identified by the notation (nisba) before the English translation; they follow immediately the nouns from which they are derived, unless otherwise noted.

Place names and personal names are also included. Compound names are entered under the first name only; thus, the following are all found under the letter أ :

أَبُو نُوَاس ، أَحْمَدُ شَوْقِي ، أَنْوَرُ السَّادَات

For topical groupings of vocabulary items--names of the days and months and of the Arab states--and for particular parts of speech see the various Appendices.

For abbreviations see the Introduction to this volume.

ARABIC-ENGLISH GLOSSARY

# (interrogative particle)	أَجْرٌ - أَجُورٌ	# wages, pay, recompense, reward premio, paga, premio, salario, alquiler, retribución (de Dios)
# August (Syria, Lebanon, Jordan, Iraq)	أَجَلٌ ، تَأْجِيلٌ	# II to put off, delay, postpone posponer, aplazar, diferir, retrasar
# see أَبُو	أَحَدٌ (إِحْدَى)	# one; somebody, someone, anybody, anyone (esp. in negative sentences and questions); (with neg.) no one uno, alguien, alguno, nadie, ninguno
# see ابْنُ	أَحَدُهُمْ	
# father	إِحْدَى هُنَّ لَا أَحَدٌ	
# (nisba) paternal, fatherly	أَخَذَ - أَخَذَ	# to take; (with foll. indic.) to begin, start (doing s.th.) (imperative = خُذْ)
يَا أَبَتِ		
# (d. of أَبٌ) the parents, father and mother	تَأَخَّرَ ، تَأَخَّرَ (عَنْ)	# V to be, become late, delayed; to linger, hesitate; to fall behind (s.th.) retrasarse, vacilar, (se) ante, ser desatendido, retrasarse
# Abū al-'Alā' al-Ma-'arrī (late Abbasid poet and author)	أَخِرٌّ - وَنْ ، ات	# last, final, ultimate; latter; (foll. by noun of time) the last part of, the end of último, ultra (exceso), conclusión, final
# Abū al-Faraj al-Isbahānī (Medieval literary figure)	أَوْ آخِرُ	
# Abū Nuwās (Abbasid poet)	أَلْيَوْمُ الْآخِرُ	# Judgment Day, The Last Day
# II to affect, influence, make an impression on (فِي ، عَلَى)	إِلَى آخِرِهِ	# et cetera, and so on
# V to be influenced, affected, impressed (بِ)	أَخْرَى - وَنْ ، (أَخْرَى - أَخْرِيَاتِ)	# other, another, one more
# track, trace, sign; ancient monument, ruin; (p.) antiquities	أَخِيرٌ	# last; latest, final; recent; the second of two, latter
# (nisba) ancient, historical; archeological	أَخِيرًا	# finally; recently, lately finalmente, recientemente, por fin
# brother	أَخٌ / أَخُو - إِخْوَةٌ	# brother
# brotherly, fraternal	أَخَوِي	# brotherly, fraternal

اخو	أخت - أخوات	sister	آسف ، إساف	IV to be distressing regrettable to; (A. obj. = E. subj.) to regret
	[أدب ، تأديب]	# II to educate, re- fine; to discipline, punish	ألسكندرية	# Alexandria
	أدب - آداب	literature, belles- lettres; (p.) let- ters, culture	أسوان	# Aswan
	كلية الآداب	College of Arts and Humanities	إصفهان	# Isfahān (city in Iran)
	أديب - أدباء	man of letters, writer, author	[أصل - أصول]	# origin, source; root cause
	[أدى ، - تأدية]	# II to carry out, per- form; to cover (ex- penses)	[أصلي]	(nisba) original; genuine
	إذا	# if; when; whenever	أغسطس	# August (Egypt and N. Africa)
	إلا إذا	unless	أف	# (interjection expres- sing anger or dis- pleasure)
	[إذن ، إذنا]	# then, therefore, in that case	أفريقيا	# (f.) Africa
	أذن - آذان	# (f.) ear	أفلاطون	# Plato
	تاريخ - تواريخ	# history; date	ألاقص	# Luxor (root is QṢR)
	أرامكو	# ARAMCO (The Arabian American Oil Co.)	أكتوبر	# October (Egypt and N. Africa)
	أرامية	# Aramaic (language)	تأكد ، تأكد (من)	# V to become certain, convinced (of)
	الأردن	# Jordan	أكل - أكل	# to eat (imperative: كُلْ)
	أرز	# (collective) cedar, cedars	أكل	eating; food
	أسس ، تأسيس	# II to establish, found, set up	ألا (= أن لا)	# that...not, lest
	أساسي	fundamental, basic	إلا	# except; (with nega- tive) only
	أستاذ - أساتذة	# professor; teacher; (form of address to intellectuals)	إلا إذا	unless
	إسرائيل	# Israel	الخ	# (abbreviation of (إلى آخره))
	بنو إسرائيل	the children of Israel (Qur'anic verse); the Israe- lites	الذي - اللذان ، الذي - اللذين ، التي - اللتان ، التي - اللواتي	# (relative pronoun) who, that, which

ألف - آلاف	# thousand	أمر - أمور	# matter, affair, concern (أمر plus pronoun suffix is often used as a paraphrase for an independent pronoun, e.g. أمره = هو)
ألف من	thousands of		
ألف ، تأليف	# II to compose, write (a book)		
[إله - آلهة]	# god, deity	كُلُّ ما في الأمر	the whole story is...
الله	God	في بداية الأمر	in the beginning, at first
[والله]	By God!, indeed!		
[الله يوفق]	God will make you prosper, give you success	[إمارة - ات]	emirate, principality
		الإمارات العربية المتحدة	United Arab Emirates
إلى	# to; up to; as far as, until	[أمير - أمراء]	prince, emir, commander
إلى أن	until; to the point where	[أمير المؤمنين]	Commander of the Faithful (title of a Caliph)
(إلام = إلا ما)	'to what?' up to where? how far?	مؤتمر - ات	conference; convention
إلى اللقاء	'goodbye'	أمريكا	# America
أم	# or	أمريكي، أمريكي	American
[أمم ، تأميم]	# II to nationalize	- ون، أمريكان	
أم - أمهات	mother	أمس	(adv.) yesterday
أم كلثوم	Umm Kulthum (a great modern Egyptian singer)	[آمن ، إيمان (-)]	# IV to believe (in)
		[مؤمن - ون]	believer
[أمي - ون]	illiterate	[أمير المؤمنين]	Commander of the Faithful (title of a Caliph)
أمة - أمم	nation, people	أن	# (foll. by subjunctive or perfect tense) that (conj.)
الأمم المتحدة	The United Nations	إلى أن	until; to the point where
أمام	in front of	إن	# if, if it should be that
أما ... ف	# as for...	وإن	even if
أما بعد ، وبعد	(phrase linking introduction and body of book, letter) now then, now to our topic...	أن	# the fact that, that (conj.)
الأمازون	# The Amazon		

إِنْ	(after a form of قَالَ) that (conj.)
إِنَّ #	(intensifying particle) verily, indeed
إِنَّمَا	but, rather, but rather; only
أَنَا #	I
أَنْتَ - أَنْتُمْ - أَنْتُمْ	you
أَلْأَنْدَلُسُ #	Andalusia, Spain
نَاسُ #	(coll.) people, (indefinite also نَاسٌ)
إِنْسَانٌ	man, human being, person
أَنْسَةٌ - أَوَانِسُ	young lady, miss
إِنْكَلْتَرَا #	England
إِنْكَلِيزِيٌّ، إِنْجَلِيزِيٌّ	English (n. or adj.)
- إِنْكَلِيزِيٌّ، إِنْجَلِيزِيٌّ	
الْإِنْكَلِيزِيُّ، الْإِنْجَلِيزِيُّ	the English language, English
أَهْلٌ - أَهَالُ #	people; family; owners; deserving
[حَرْبٌ أَهْلِيَّةٌ]	civil war
أَهْلًا وَسَهْلًا	welcome! hello!
أَوْ #	or
أَوْتوبيسٌ - ات	bus
أُورُبَّا، أُورُوبَا، أُورُوبَا	(f.) Europe
[آلُ] #	family; clan; people
آلُ عِمْرَانَ	the Family of 'Imrān (Qur'anic verse)
أَوَّلُ (أَوَّلِي) أَوَّاهِلُ	first

أَوَّلًا	first, firstly
الآن #	now
آيَةٌ - ات	Qur'anic, Koranic verse
أَيُّ #	that is to say, that is, i.e.
أَيُّ #	(vocative particle) O!
أَيُّ #	(interrogative noun) what?, which?; (in a statement) any, any... at all; (with a neg- ative) not any, no
إِيَّا #	with pronominal suf- fix to express the accusative; إِيَّاكَ أَنْ take care not to..., be careful not to...
إِيرَانُ #	Iran
إِيرَانِيٌّ - ون	(nisba) Iranian
أَيْضًا #	also
أَيْلُولُ #	September (in Syria, Leb. Jordan, Iraq)
أَيْنَ #	where?
أَيُّهَا #	(f. also أَيُّهَا) (vo- cative particle) O!
ب	
بِـ #	in, at, on; by, by means of, with; for (the price of); (makes verb of moving causative e.g. ذَهَبَ بِـ 'to take')
بِدُونِ	without
بِغَيْرِ	without
بِذَلِكَ	thereby

أَلْهَرَاءُ #	Petra (city in Jordan; ancient Nabatean capital)	[بَرِيءٌ مِنْ يَمِينِهِ] #	to become cleared of one's oath
تَهْجِيلٌ ، تَجَلُّلٌ #	II to treat with respect, reverence	[اِسْتِهْرَاءٌ] #	probation (Islamic law)
بَحْثٌ - ، بَحْثٌ	to discuss	[بَرِيدٌ] #	mail, post
بَحْثٌ ، بَحْثٌ عَنْ	to look for, search for	بَرْلَمَانٌ #	parliament
[بَحْثٌ - بَحْثٌ ، بَحْثٌ]	discussion; research; study	إِبْرَاهِيمُ طَوْقَانُ #	Ibrāhīm Tūqān (modern Palestinian poet)
[أَبْحَاثٌ]		إِبْرَاهِيمُ بْنُ عَبَّاسٍ الصَّوْلِيِّ	Ibrāhīm b. 'Abbās al-Ṣūlī
بَايِتٌ - وَن	researcher	بَرِيْطَانِيَا (العُظْمَى) #	(Great) Britain
بَحْرٌ - بَحَارٌ ،	sea	بَسْكِيْنَتَا #	Baskinta (town in Lebanon)
[بُحُورٌ ، أَبْحَارٌ]		بَشَّارُ بْنُ بُرْدٍ	Bashshār b. Burd (Abbasid poet)
الْبَحْرُ الْأَبْيَضُ	the Mediterranean Sea	[بَصَرٌ - أَبْصَارٌ] #	eyesight, vision; glance
الْمَتَوَسِّطُ		الْبَصْرَةُ #	Basra (city in Iraq)
الْبَحْرُ الْأَحْمَرُ	the Red Sea	[بَطَالَةٌ] #	unemployment
الْبَحْرَيْنُ	Bahrain	الْبَعْثُ #	the Baath Party
بَدَأُ - ، بَدَأَ (بِ)	to begin, start (with)	بَعْتَةٌ - اَت	mission; deputation; foreign study mission
بِدَايَةٌ	beginning	بَعْتَةٌ دِرَاسِيَّةٌ	study mission (group of students or fellowships)
فِي بِدَايَةِ الْأَمْرِ	in the beginning, at first	بَعْدُ #	(adv.) then, thereupon; afterwards, after that, later
[اِبْتِدَائِيٌّ]	initial, primary, elementary	لَمْ ... بَعْدُ	not yet, still...not
تَبَادُلٌ ، تَبَادُلٌ	VI to exchange	[فِيْمَا بَعْدُ]	afterwards, later
أَبْدَى ، اِبْدَاءٌ	IV to reveal, manifest, show, display	[أَمَّا بَعْدُ ؛ وَبَعْدُ]	(phrase linking introduction and body of letter, book) now then, now to our topic...
بَدَوِيٌّ - بَدَوٌ	bedouin		
بَذَلَ - ، بَذَلَ	to exert		
بَذَلَ جُهْدًا	to exert great effort, take great pains		
بُرْتُقَالٌ #	orange (fruit)		
بُرْتُقَالِيٌّ	orange-colored, orange		

بَعْدُ	(prep.) after; (with time expression) in, e.g. 'بَعْدَ أَيَّامٍ' 'in a few days'	بَلَدِيّ	(nisba) native, local, domestic (not foreign)
مِنْ بَعْدِ	after	بَلَغَ - ، بُلُوغٌ	# to reach, attain; to come to the ears of
بَعْدَئِذٍ	then, after that, afterwards	[مَبْلَغٌ - مَبَالِغٌ]	amount, sum of money
بَعِيدٌ - بَعْدَاءُ ، بَعَادٌ (عَنْ)	distant, far (away) (from)	بُولاقُ	# Bulaq (a district of Cairo)
بَعْضٌ	# part, portion; some, some of	ابْنٌ - أَبْنَاءُ ، بَنُونَ	# son; (p.) children
بَعْضُ الشَّيْءِ	somewhat	بَنَوِيّ	(nisba of ابْنٌ) filial
بَعْلَبَكُ	# Baalbek (Roman monument in Lebanon)	ابْنُ بَطْوَطَةَ	Ibn Battuta (medieval traveler)
بَغْدَادُ	# Baghdad	ابْنُ خَلْدُونِ	Ibn Khaldoun (medieval historian and sociologist)
بُغْضٌ	# hatred	بَنُو إِسْرَائِيلَ	the children of Israel (Qur'anic verse); the Israelites
بَقَرَةٌ [بَقَرٌ]	# (coll.) cows, heifers	ابْنَةٌ - بَنَاتٌ	daughter
[بَقَرَةٌ - ات]	(unit noun) cow	بِنْتٌ - بَنَاتٌ	girl; daughter
بَقِيَ - ، بَقَاءٌ	# to remain, stay; (with foll. imperfect) to go on, continue (doing s.th.)	الْبَنُونَ وَالْبَنَاتُ	sons and daughters
بَكَالوريوس	# B.A., bachelor's degree	[أَبْنَاءُ الشَّعْبِ]	ordinary people
بَكَى - ، بُكَاءٌ	# to weep, cry	[بُنَيّ]	my little son, my dear son (diminutive of ابْنِيّ)
حَائِطُ الْمَبْكِي	the Wailing Wall (Jerusalem)	بُن [بُن]	# (coll.) coffee beans, coffee
بَلْ	# but, rather	بُنِّيّ	(nisba) coffee-colored, brown
بَلْ وَ	and even, but also	بَنْكٌ - بَنْوَكٌ	# bank
بَلَدٌ - بِلَادٌ ، بِلْدَانٌ	# (m. and f.) country	بَنَامَا	# Panama
بِلَادٌ	(f.) country; homeland	بَنَى - ، بِنَاءٌ	# to build, construct
بِلَادُ الشَّامِ	Syria	بِنَاءٌ - أَبْنِيَّةٌ	a building; structure

بواب # door
 [مباح] # permissible
 بوز سعيد # Port Said
 بيت - بيوت # house, home
 بيت لحم Bethlehem
 بيروت # Beirut
 أبيض (بيضاء) - بيض # white
 البحر الأبيض المتوسط the Mediterranean Sea
 [بياض] whiteness
 باع - بيع # to sell (s.th. to s.o.)
 بين # between
 تابع ، متابعة # III to continue, pursue
 اتبع ، اتباع VIII to follow, adhere to, observe (rule, etc.)
 تجارة # commerce
 تحت # under, underneath; below, beneath
 يحد ، متحدة # see under وحد
 متحف - متاحف # museum
 تدمر # Palmyra (ancient in N. Syria)
 ترجم ، ترجمة # (quad.) to translate
 ترجمة - ات translation, interpretation
 تاريخ # see ارخ

ترك - ترك # to leave, leave, behind
 تركي - أترك # Turkish; Turk
 تسعة # nine
 تسعون (nom.) ninety; (foll. by definite n.) nintieth
 تاسع ninth
 تشرين الأول # October
 تعز Ta'izz (city in Yemen)
 [تلميذ - تلاميذ] # disciple, student
 تلا - تلو # to follow
 تال following, subsequent, next
 تم # to be completed; to take place
 تونس # Tunis; Tunisia
 تثبت ، تثبيت # II to consolidate, strengthen; to prove, establish
 [ثروة - ات] # wealth
 ثقافة - ات # culture, refinement
 ثلث - أثلاث # one-third
 ثلاثة three
 ثالث third
 ثالثاً thirdly
 ثلاثون (nom.) thirty; (foll. by definite noun) thirtieth
 من ثم # hence, therefore

ثم	then	جَدَدٌ - تَجْدِيدٌ	##II to renew, restore, revive
ثَمَنٌ - أَثْمَانٌ	# price, cost	جَدًّا	very
ثَمَانِيَةٌ	# eight	جَدِيدٌ - جَدَدٌ	new
ثَمَانُونَ	(nom.) eighty; (foll. by definite n.) eightieth	جَرِيرٌ	# Jarīr (Umayyid poet)
ثَامِنٌ	eighth	جَرِيدَةٌ - جَرَايِدٌ	# newspaper
أَثْنَاءَ	# during	جَرَشُ	# Jerash (city in Jordan)
إِثْنَانِ	(d. nom) two	[جَرِيمَةٌ - جَرَاثِمُ]	# crime
ثَانِ	second	جَرَى - جَرِيٌّ	# to take place, occur, happen
ثَانِيًا	secondly	[جَارِيَةٌ - أَت، جَوَارِي]	girl; slave girl, servant
ثَانَوِيٌّ	(nisba) secondary	جَزءٌ - أَجْزَاءُ	# part, portion, section; volume, tome
ثَوْرَةٌ - أَثَرٌ	# revolution, rebellion, revolt (against)	جَزِيرَةٌ - جَزَائِرُ	# island; peninsula
ثَوْرِيٌّ	revolutionary (n. or adj.), rebel	جَزِيرَةُ الْعَرَبِيَّةِ	Arabian Peninsula
ج		الْجَزَائِرُ	Algeria; Algiers
جُبْرَانُ خَلِيلُ جُبْرَانُ	# Kahlil Gibran (Lebanese-American writer)	جَعْفَرُ الْبَرْمَكِيِّ	# Ja'far the Barmakide
[جَبَلَ - جَبَلٌ]	# to mold, fashion, shape	جَعَلَ - جَعْلٌ	# to make, create, make (s.th. into s.th.), render; (with foll. indicative) to begin to (do s.th.)
جَبَلٌ - جِبَالٌ	mountain	مَجَلَّةٌ - أَثَرٌ	# magazine, periodical
جُحَا	# Juha (The central character of countless amusing anecdotes depicting life and customs in Near Eastern countries)	جَلَسَ - جُلُوسٌ	# to sit, sit down
الْجَاهِظُ	# Al-Jahiz (medieval writer)	أَجَلَسَ ، إِجْلَاسٌ	IV to ask or make s.o. sit down, seat s.o.
أَجْدَادٌ	## ancestor; grandfather	[مَجْلِسٌ - مَجَالِسُ]	assembly, council, board

جَمَعَ - جَمْعٌ ، جَمْعٌ	# to gather, collect, combine	[جَنِّيَّ - جَنَّ] # (coll.) jinn; (p. = jinn), genie, demon
جَمَعَ بَيْنَ ... وَ	to combine...and...	[جَنَّةٌ - جَنَّاتٌ] garden; paradise
اجْتَمَعَ ، اجْتِمَاعٌ (مَع ، بـ)	VIII to meet (with)	جنوب # south
جَمْعِيَّةٌ	association, society, league, club, assembly	إلى جانب in addition to; besides; apart from
الْجَمْعِيَّةُ الْعَامَّةُ	the General Assembly	أجنبي - أجنبيات foreign; foreigner
جَمِيعٌ	all	[جَنَاحٌ - أَجْنَحَةٌ] # wing
الْجَمِيعُ	everyone, everybody	[جُنُودٌ] # (p.) army; soldiers
جَمِيعًا	all together, one and all; entirely, wholly	[جُنْدِيٌّ - جُنُودٌ] soldier
اجْتِمَاعٌ - ات (بـ)	meeting (with)	جهد - جهود # exertion; effort, attempt, endeavor
اجتماعي	social; sociological; societal; group (adj.)	[جَهْلٌ] # ignorance
[جامع - جوامع]	mosque	[جاهل - ون] ignorant
جامعة - ات	university; league, association	[جاهلي] (nisba) Pre-Islamic
الجامعة العربية	the Arab League	[جو - أجواء، جواء] # atmosphere; air
مجتمع - ات	society; community	أجاب ، إجابة # IV to answer, respond to s.o.; to comply with (a request)
جملة - جمل	## sentence, clause	[أجاب إلى] IV to answer, respond to s.o.
جمال	beauty	أجاب عن ، على IV to answer, respond (to s.o.) concerning (a question, etc.)
جمال عبد الناصر	Jamal 'Abd al-Nasser	إجابة - ات answer, response
جميل - ون	beautiful, handsome	جيد - جيان # good, excellent
[جمل - جمال]	## camel	جيداً well
جمهورية - ات	# republic	أجود better
الجمهورية العربية المتحدة	the United Arab Republic	جار - جيران # neighbor
رئيس جمهورية	president (of a republic)	جورجي زيدان # Jurji Zaydan (modern journalist and writer)

جول	جَدَّ - حُدُودٌ	حسن
[تَجَوَّلَ ، تَجَوَّلَ] # V to walk, roam, wander around		extent, limit; boundary
جاءَ - مَجِيءٌ	تَحْدِيدٌ	definition
# to come (imperative = تَعَالَى)	حَدَّثَ ، حَدِيثٌ (بِـ)	# II to tell, relate to s.o. (about s.th.)
[جاءَ فني] to be included, mentioned, said (in a written document)	تَحَدَّثَ ، تَحَدَّثَ (إِلَى ، وَعَنْ)	V to speak (to) (about), converse (with) (about)
جاءَ - جِيبٌ	حَدِيثٌ - حَدَاثٌ	new, modern
# pocket	حَدِيثًا	recently, lately
ح	حَدِيثٌ - أَحَادِيثُ	hadith, prophetic tradition; conversation
أَحَبَّ ، حَبَّ ، مُحَبَّةٌ	[مُحَادَاثَةٌ - ات]	talk, conversation, discussion
# IV to love, like; to take a liking to, fall in love with; to wish, want, like to do s.th.	[مُتَحَدِّثٌ - ون]	spokesman
حَبَّ	حُرِّيَّةٌ - ات	# freedom, liberty
love	[تَحْرِيرٌ]	liberation, freeing
حبيبٌ - أَحِبَاءُ	حَرْبٌ - حُرُوبٌ	# (f.) war
beloved, sweetheart; dear	[حَرْبٌ أَهْلِيَّةٌ]	civil war
حَتَّى	الْحَرْبُ الْعَالَمِيَّةُ	the World War
# (prep.) until, up to, as far as; (conj.: foll. by perfect) until, to the point that; (foll. by subjunctive) in order that, so that; until; (adverb) even	[حَرَجٌ]	# embarrassment, anguish
لَمْ ... حَتَّى	[حَرَكَ]	# motion, movement
scarcely had...when	احترَمَ ، احْتِرَامٌ	# VIII to respect, honor, revere
[حَاجٌ - حُجَّاجٌ ، حَجَّجٌ]	حِزْبٌ - أَحْزَابٌ	# (political) party
# pilgrim, hadji (honorific title of one who has performed the pilgrimage to Mecca)	حَزَنٌ - حُزْنٌ (لِـ ، عَلَى)	# to be sad, grieve (over, because of)
الحِجَازُ	[حُزْنٌ (عَلَى)]	sadness (over)
# the Hejaz	[مُحْزِنٌ]	saddening, sad (news, etc.)
[حَدَّ - ، حَدٌّ]	حَسَّنَ ، تَحْسِينٌ	# II to improve (s.th.)
# to delineate; to set bounds to, limit, restrict		
حَدَّ ، تَحْدِيدٌ		
II to define; to limit, set bounds (to)		

حسن		حكى	
[أَحْسَنُ ، إِحْسَانٌ (بـ)]	IV to be kind, do good (to)	حَفَرَ - ، حَفْرٌ #	to dig, excavate; to engrave
تَحَسَّنَ ، تَحَسُّنٌ	V to improve, get better	حَافِظٌ ، مُحَافَظَةٌ عَلَى	III to preserve, maintain; to protect, defend
حَسَنٌ	beauty, handsomeness; goodness	[مُحَافِظٌ - وَن]	conservative
[لِحَسَنِ الْحَظِّ]	fortunately	حَافِظُ إِبْرَاهِيمَ	Hāfiẓ Ibrāhīm (modern Egyptian poet)
[حَسَنُ الضِّيَافَةِ]	hospitality	أَحْتَفَلَ ، أَحْتِفَالٌ (بـ)	VIII to celebrate (s.th.); to honor, welcome (s.o.)
حَسَنٌ - حِسَانٌ	fine, good, excellent; beautiful, handsome	حَفْلَةٌ - أَت	party, festive event; celebration; ceremony
حَسَنًا	(that will be) fine!	حَقَّقَ ، تَحْقِيقٌ #	II to realize, accomplish, achieve
أَحْسَنُ	better, best; nicer, nicest	حَقٌّ - حُقُوقٌ	truth; correctness; right; one's due
حُسَيْنٌ	Hussein	[أَعْرِفُ. حَقُّ الْمَعْرِفَةِ]	I know...very well
حَسَّانُ بْنُ ثَابِتٍ	Ḥassān b. Thābit (poet of the Prophet Muhammad)	[الْحُقُوقُ الْمَدْنِيَّةُ]	Civil Rights
حَصَلَ - ، حُصُولٌ عَلَى	to obtain, get	[التَّسَاوَى فِي الْحُقُوقِ]	Equal Rights
حَضَرَ - ، حُضُورٌ	to attend, be present (at)	[حَقًّا]	truly, actually, in fact, really
حَضَرَ إِلَى	to come to	كَانَ عَلَى حَقٍّ	to be right
حَاضِرٌ ، مُحَاضَرَةٌ	III to lecture, give a lecture	حَكَمَ - ، حُكْمٌ #	to govern, rule
أَحْضَرُ ، إِحْضَارٌ	IV to bring, take	حَكَمَ - ، حُكْمٌ عَلَى (بـ)	to pass judgment on; to judge; to sentence s.o. (to s.th.)
حَضْرَةٌ - حَضَرَاتٌ	(title of respect) excellency	حِكْمَةٌ - حِكْمٌ	wisdom; saying, word of wisdom
حَضْرَتُكَ	your excellency, you	[حَكِيمٌ - حُكْمَاءُ]	wise (n. and adj.)
[حَضَارَةٌ - أَت]	civilization; culture	حُكُومَةٌ - أَت	government
مُحَاضَرَةٌ - أَت	lecture	[حَاكِمٌ - وَن، حُكَّامٌ]	governor, ruler
حَاضِرٌ - وَن	present, attending; current (time)	حَكَى - ، حِكَايَةٌ #	to tell, relate
حَظٌّ : لِحَسَنِ الْحَظِّ	fortunately	حِكَايَةٌ - أَت	story, tale

حَلَّ - حَلٌّ #	to solve, resolve; to dissolve, dis- band, break up	حَمَلَ لَ ، إِلَى [	to bring (s.th.) to (s.o.)
حَلَّ - حَلٌّ [	to be, become permis- sible	حَمَلَةٌ - ات (على) [	military campaign (against), attack (on)
اِحْتَلَّ ، اِحْتِلَالٌ [	VIII to occupy, take over	اِحْتِاجٌ ، اِحْتِاجٌ إِلَى ، لَ #	VIII to need, require, be in need of
حَلَّ - حُلُولٌ	solution, resolution; dissolution, break- ing-up	حَاجَةٌ - ات	need
مَحَلٌّ - ات ، مَحَالٌ	place, location	بِحَاجَةٍ إِلَى	in need of
مَحَلِّيٌّ - ون	(nisba) local	[حَوَارٍ]	dialogue, conversation
حَلَبُ	Aleppo	اِنْحَازٌ ، اِنْحِيازٌ إِلَى #	VII to side with; be partial to, aligned with
[حِلْفٌ - اُحْلَافٌ]	pact, alliance	اِنْحِيازٌ (إِلَى)	alignment (with)
[حَمْدٌ] #	praise	عَدَمُ اِلِنْحِيازِ	non-alignment
اَلْحَمْدُ لِلّٰهِ	praise be to God	اِحَاطَ ، اِحَاطَةٌ بِـ #	IV to surround
أَحْمَدُ	Ahmed	حَاسِطُ الْمُبْكِي	the Wailing Wall
أَحْمَدُ أَمِينٌ	Ahmad Amin (modern Egyptian essayist)	حَاوَلَ ، مُحَاوَلَةٌ (أَنْ) #	III to attempt, try (s.th.), (to do s.th.)
أَحْمَدُ شَوْقِي	Ahmad Shawqi (modern Egyptian poet)	مُحَاوَلَةٌ - ات	attempt, effort
مُحَمَّدٌ بَغْدَادِيٌّ	Muhammad Baghdādī	[حَالٌ - أَحْوَالٌ]	(m. and f.) condition, state, circumstance
مُحَمَّدٌ عَبْدُ الْوَهَّابِ	Muhammad Abd al-Wah- hab (contemporary Egyptian musician)	كَيْفَ الْحَالُ؟	how are you?
[أَحْمَرٌ ، اِحْمِرَارٌ]	IX to turn red	حَالِيٌّ - ون	present, current
[أَحْمَرَةٌ]	redness	الْجُمْلَةُ الْحَالِيَّةُ	the hāl sentence, cir- cumstantial clause (Arabic grammar)
اِحْمَارٌ - حَمِيرٌ ، اِحْمِرَةٌ [	donkey	حَوْلٌ	about; around, sur- rounding; approxi- mately; over, con- cerning
أَحْمَرُ (حَمْرَاءُ) - حَمْرٌ	red		
الْبَحْرُ الْأَحْمَرُ	the Red Sea		
الْقَصْرُ الْحَمْرَاءُ	the Alhambra	حَيًّا ، تَحِيَّةٌ #	II to greet s.o.
حَمَلَ - حَمْلٌ #	to carry, bear; to lift, load on	حَيَاةٌ - حَيَوَاتٌ	life

حَيَاوِيَّ	(nisba) lively, full of life, vital	خَارِجٌ	outside of
تَحِيَّةٌ - ات	greeting(s)	خَارِجِيَّ	(nisba) outer, external
حَيْثُ	# (relative adverb) where, wherever	أَلْخَارِجِيَّةُ	foreign affairs
[حَانُ -]	# to be time; to draw near, come, approach (time)	أَلْخَرْطُومُ	# Khartoum
حِينَ - أحيانَ	time; occasion	خَسِرَ - خَسَارَةٌ	# to lose, suffer a loss of
حِينَ	when, at the time that	خَاصٌّ	# special; private
أحياناً	sometimes	خَاصَّةً	especially
حِينَئِذٍ	at that time	[مُتَخَصِّصٌ - وَن]	specialist, expert
خ		أَخْضَرُ - (خَضِرَاءُ) خَضْرَاءُ	# green
أَخْبَرَ، إِخْبَارٌ (بِ)	# IV to inform s.o. (of s.th.), tell s.o. (s.th.)	[خَضْرَاءُ]	greenness
خَبَرٌ - أَخْبَارٌ	news item	خَطَأٌ	# error
[خَبْرَةٌ]	experience; expertise	[خُطَابٌ - ات]	# speech
[خَاتَمٌ - خَوَاتِمُ]	# ring	[خُطِيبٌ - خُطْبَاءُ]	fiancé
[خَجَلٌ - ، خَجَلٌ]	# to be ashamed	[تَخَاطُبٌ]	conversation
خَدَمَ - ، خِدْمَةٌ	# to serve, render a service	[خَفَضَ - ، خَفَضَ]	# to lower, drop
اسْتَعْدَمَ ، اسْتَعْدَامٌ	X to use, employ	خِلَالُ	# during
خِدْمَةٌ - ات	service	أَلْخَلِيلُ بْنُ أَحْمَدَ	al-Khalil b. Aḥmad
خَرَجَ - ، خُرُوجٌ (مِنْ)	# to go out (of)	خَالِدٌ بْنُ الْوَلِيدِ	# Khālid b. Al-Walīd
خَرَجَ ، تَخْرِيجٌ	II to graduate (transitive); to educate	أَخْلَصَ ، إِخْلَاصٌ (لِ)	# IV to be sincere, loyal, devoted, faithful (to)
أَخْرَجَ ، إِخْرَاجٌ	IV to take out, remove, expel	مُخْلِصٌ - وَن	sincere
خَارِجٌ	exterior	إِخْتَلَفَ ، إِخْتِلَافٌ (عَنْ)	# VIII to differ, vary (from);
فِي الْخَارِجِ	abroad	إِخْتَلَفَ (مَعَ) (فِي)	VIII to differ, disagree (with) (over)
		إِخْتَلَفَ بِأَخْتِلَافٍ	VIII to vary according to the various...

[خَلِيفَة - خُلَفَاءُ]	(m.) caliph	أَدْخَلَ ، إِدْخَالٌ (على)	IV to introduce; bring in(to)
خِلَافٌ - ات	difference; difference of opinion, disagreement, conflict	[دَخَلَ]	income, revenue
مُخْتَلِفٌ - ون	various, differing, different	[دَاخِلٌ]	interior, inside
مُخْتَلِفٌ	(with foll. gen., in m.s. only) various	دَاخِلٌ	inside of, within
[خُلُقٌ - أَخْلَاقٌ]	# character, morals, morality	دَاخِلِيٌّ	(nisba) inner, internal; domestic
[خَالٌ]	# empty, vacant	دَاخِلِيَّةٌ	internal affairs
خَمْسَةٌ	# five	دَرَسَ - ، دِرَاسَةٌ ، دَرَسٌ	# to study
خَمْسُونَ	(nom.) fifty; (following a definite n.) fiftieth	دَرَسَ عَلَى	to study under s.o.
خَامِسٌ	fifth	دَرَسَ ، تَدْرِيسٌ	II to teach, instruct
[خَافَ - ، خَوْفٌ ، مَخَافَةٌ]	to be afraid, fear	دَرَسَ - دُرُوسٌ	lesson
[خَالَ - أَخْوَالٌ]	# maternal uncle	دِرَاسَةٌ - ات	study, studying
خَيْرٌ - خَيْرٌ	# good (things); blessing, benefit; welfare	مَدْرَسَةٌ - مَدَارِسُ	school
بَخِيرٌ	fine, (I'm) fine	مَدْرَسَةٌ حُكُومِيَّةٌ	public school
[خَيْمَةٌ - خِيَامٌ]	# tent	مَدْرَسَةٌ لُغَوِيَّةٌ	linguistic school
د		مُدَرِّسٌ - ون	instructor, teacher
دَاغْ هَمْرَشُولد	# Dag Hammarskjöld	أُدْرَكَ ، إِدْرَاكٌ	# IV to overtake
[دَبْكَةٌ]	# dabka (a folk dance)	[دَرَى - ، دِرَايَةٌ (-)]	# to know, be aware (of)
دَخَلَ - ، دُخُولٌ	# to enter, go in, come in	[دُسْتُورٌ - دَسَاتِيرُ]	# constitution
[دَخَلَ عَلَى]	to enter s.o.'s room or house, drop in on s.o.; to consummate marriage with (a woman)	[دُعَابَةٌ - ات]	# joke, jest
		دَعَا - ، دُعَاءٌ (إِلَى ، إِلَى)	# to call (to), call upon; to invite (to)
		دَعَا -	to call, name (s.o.) s.th.
		دَعَا إِلَى	to call for, advocate, urge
		دَعْوَةٌ	invitation

[دِفَاعٌ (عَنْ)] # defense (of)	[دِينَارٌ - دِنَانِيرٌ] # dinar
دَقِيقَةٌ - دَقَائِقُ # minute (of time)	ذ
دُكْتُورٌ - دَكَاثِرَةٌ # doctor	ذَا # this one
دُكْتُورَاهُ doctorate	كَذَا thus
دَلَّ - دَلٌّ ، دَلَالَةٌ (عَلَى) # to show, point (to), indicate, give evidence (of)	كَذَا وَكَذَا such-and-such
دِمَشْقُ # Damascus	ذَلِكَ (تِلْكَ) - أَوْلَايْكَ (pron.) that (more remote in space or time)
دُنْيَا # (f.) world; this world (as opposed to 'the hereafter'), worldly existence	بِذَلِكَ thereby
دُنْيَوِيٌّ ، دُنْيَاوِيٌّ (nisba) worldly, secular, temporal	لِذَلِكَ therefore
أَبْهَشَ ، إِبْهَاشُ # IV to surprise, astonish, amaze	مَعَ ذَلِكَ in spite of that, nevertheless
[دَهْشَةٌ] surprise, amazement	عَلَى ذَلِكَ therefore
أَدَارَ ، إِدَارَةٌ # IV to direct, manage, administer	كَذَلِكَ likewise; also
دَارٌ - دُورٌ ، دِيَارٌ (f.) house	أَلَيْسَ كَذَلِكَ isn't that so? n'est-ce pas?
مُدِيرٌ - وَن director	ذَاكَ (تَاكَ) - [أَوْلَايْكَ] that one
دَوْلَةٌ - دُولٌ # state, country, power	هَذَا (تِلْكَ) see under ها
دَوْلِيٌّ (nisba) international	ذَكَرَ - ذِكْرٌ # to mention, relate, tell of
دُولَارٌ - اَت dollar	تَذَكُّرَةٌ - تَذَاكُرٌ ticket
دَامَ - دَوَامٌ # to last, endure	مَذَكُّرَةٌ - اَت note, reminder; (p.) memoirs
دَائِمًا always	ذُلٌّ # humility
دُونَ # without	ذَهَبَ - ، ذَهَابٌ # to go (to)
بِدُونٍ without	ذَهَبَ بِ- to take
دَيْسَمْبَرُ # December (Egypt and N. Africa)	ذَاهِبٌ - وَن (إِلَى) going (to)
دِينٌ - أَدْيَانٌ # religion	أَذَاعَ ، إِذَاعَةٌ (عَلَى) # IV to broadcast, transmit (to)

		[اَرْتَبَكَ ، اَرْتَبَاكَ] # VIII to be confused, bewildered
رَأْسٌ - رُؤُوسٌ # (m. and f.) head	رَبَّى ، تَرْبِيَةٌ # II to bring up, rear, raise; to educate, teach, instruct (a child)	
رَئِيسٌ - رُؤَسَاءُ president, head, chief		
رَئِيسُ الْوُزَرَاءِ prime minister	تَرْبِيَةٌ - اَت تَرْبَوِي (nisba) educational, pedagogical	education; upbringing
رَئِيسُ الْوِزَارَةِ prime minister		
رَئِيسِيٌّ - وَن (nisba) main, principal	مَرْتَبَةُ الشَّرَفِ [الأولى] # first class honors	
رَأَى يَرَى ، رُؤْيَةٌ # to see	رَجَعَ - رُجُوعٌ # to return, go, come back	
رَأَى يَرَى ، رَأْيٌ (أَنْ) to opine, be of the opinion (that)	رَجَعَ - رَجَعٌ # to take, bring back	
رَأْيٌ - آراءٌ (فِي) opinion, view (on)	رَجُلٌ - رِجَالٌ # man	
عَلَى رَأْيٍ وَاحِدٍ of one opinion, in complete agreement	رَجِيمٌ # cursed, damned	
رَبٌّ - أَرْهَابٌ # lord; master	رَجَا - رَجَاءٌ (أَنْ) # to hope; to wish; to request (that)	
الرَّبُّ the Lord	رَحَّبَ ، تَرْحِيبٌ # II to welcome	
رَبَحَ - رِبْحٌ ، رِبْحٌ (مِنْ) # to gain, profit (from); to win s.th.	مَرْحَبًا hello!	
رَبَطَ - رِبْطٌ # to bind, tie (to); to connect (with); to combine (s.th. with)	رَحَلَ - رَحِيلٌ # to move about; to depart; leave (from)	
إِلَى ، بَيْنَ ، وَبَيْنَ (إِلَى) Rabat	رَحَلَةٌ - رَحَلَاتٌ # travel, journey, trip	
الرِّبَاطُ Rabat	رَحَّالٌ ، رَحَّالَةٌ - رَحَّالَةٌ # great traveler, explorer, globetrotter	
رَابِطَةٌ - رَوَابِطُ bond, tie; connection, link	مَرَحَلَةٌ - مَرَاكِلُ # stage, phase	
[الرَّابِطَةُ الْقَلَمِيَّةُ] # The Literary Club	رَحِمَ - رَحْمَةٌ # to have mercy on, compassion on, sympathy for	
رَبْعٌ - أَرْبَاعٌ # (one)-quarter, one-fourth	رَدَّ - رَدٌّ ، رَدٌّ (عَلَى) # to return, send back; to answer, reply, respond (to s.o.)	
أَرْبَعَةٌ four		
أَرْبَعُونَ (nom.) forty; (following def. noun) fortieth	رَدٌّ - رُدُودٌ (عَلَى) answer, reply, response (to)	
رَابِعٌ fourth		
رَابِعًا fourthly		

رسل	ز	زيد
رَاسَلْ ، مُرَاسَلَةٌ # III to correspond with	ازرق ، ازرقاق # IX to turn blue	
أرسل ، إرسال # IV to send	زرق ، زرقاة # blueness	
تراسل ، تراسل # VI to correspond with one another	أزرق (زرقاء) - زرق # blue	
[رَسُول - رُسُل] messenger; apostle	زمن - أزمان # time; period, stretch of time	
رسالة - رسائل letter; thesis, dissertation	زنوبية ، زنوبيا # Zenobia (queen of Palmyra)	
مراسل - ون reporter; correspondent	زينب # Zaynab (f. name)	
رسم - رسم رسم official, formal, ceremonial	الأزهر # Al-Azhar (university)	
مرشح - ون # candidate, nominee	[زوج ، تزويج] # II to give in marriage	
رغب - ، رغبة في # to desire, wish for	تزوج ، تزوج V to get married to, to marry	
على الرغم من # in spite of...	زواج (من) husband	
رفض - ، رفض # to refuse, reject	زوج - أزواج marriage, getting married	
[أرفق ، إرفاق] # IV to attach, enclose	زار - ، زيارة # to visit	
ترقى ، ترقى # to advance (in rank), be promoted, rise	زائر - ون visiting	
مركز - مراكز # center, headquarters, main office	زائر - زوار visitor, guest	
مركزي (nisba) central	زال - ، زوال # to cease	
[تراهن ، تراهن] # VI to bet	ما زال / لا يزال to be still, yet	
أراد ، إرادة # IV to want, wish, desire	زيت - زيت # (coll.) oil; petroleum	
روسيا # Russia	[زاد - ، زيادة] # to give s.o. more of s.th.	
الرياض # Riyadh	زاد - ، زيادة to exceed, be more than	
[رائع] # magnificent	إزداد - ازداد # VIII to increase, grow larger, multiply	
الرومان # the Romans		

س	س	سُرَّ - ، سُرورٌ	# to please, gladden, make happy
سُ	# (future particle) will, going to	[سُرَّ ، سُرورٌ (-ِ) ، مِنْ ، لَ]	(passive) to be pleased (at, by), be happy (to)
سَأَلَ - ، سُؤَالٌ	# to ask	سُرورٌ (-ِ)	pleasure (at), delight (at)
سُؤَالٌ - أَسْئَلَةٌ	question		
مَسْئُولٌ - وَن (عَنْ)	responsible (for); an official	أَسْرَعَ ، إِسْرَاعٌ (إِلَى)	# IV to hasten (to)
سَبَأٌ	# Sheba	[أَسْطُورِي]	# mythical
سَبَبٌ ، تَسْبِيبٌ	# II to cause, bring about, produce	سَاعَدَ ، مُسَاعَدَةٌ (عَلَى ، فِي)	# III to help, assist (in)
سَبَبٌ - أَسْبَابٌ	cause; reason	أَسْعَدَ ، إِسْعَادٌ	IV to make s.o. happy
بِسَبَبِ	by reason of, because of	سَعِيدٌ - سَعْدَاءُ (بِ)	happy (at, about)
سَبْتَمْبَرٌ	# September (Egypt and N. Africa)	السَّعُودِيَّةُ	Saudi Arabia
سَبْعَةٌ	# seven	سُعَادٌ	Su'ad (f. name)
سَبْعُونَ	(nom.) seventy; (following definite n.) seventieth	أَسْعَدُ	As'ad (m. name)
أُسْبُوعٌ - أَسَابِيعُ	week	سَافَرَ ، سَفَرٌ	# III to travel; go on a trip, leave
سَابِعٌ	seventh	سَفَرٌ - أَسْفَارٌ	departure; travel, trip
سِتَّةٌ	# six	[سَفِيرٌ - سَفَرَاءُ]	ambassador
سِتُونَ	(nom.) sixty; (following definite n.) sixtieth	[سَفَارَةٌ - أَسْفَارٌ]	embassy
[مَسْجِدٌ - مَسَاجِدُ]	# mosque	سَفِينَةٌ - سَفْنٌ	# ship
الْمَسْجِدُ الْأَقْصَى	Al-'Aqsa Mosque	[سَقَطَ - ، سَقُوطٌ]	to fall; to crash (:airplane)
سَدٌّ - سُدُودٌ	# dam	سَكَتَ - ، سُكُوتٌ (عَنْ)	# to fall silent, say nothing (about)
السَّدُّ الْعَالِي	the High Dam	سَكْرَتِيرٌ - وَن	# secretary
سَادِسٌ	# sixth	سَكَنَ - ، سَكَنَ (فِي)	# to live, dwell, reside; to take up residence (in)
مَسْرَحٌ - مَسَارِحُ	# theater	سَاكِنٌ - سُكَّانٌ	inhabitant, resident, occupant, (p.) occupation

اسلوب	سوف
أُسْلُوبٌ - أُسَالِيبُ # style, method	سَنَةٌ - سَنَوَاتٌ # year
[سُلْطَنَةٌ - ات] # sultanate	سَنَوِيٌّ (nisba) annual, yearly
سَلَامٌ # peace; greeting	سَهْلٌ (على) # easy (for)
أَلْسَلَامٌ عَلَيْكُمْ greetings! lit., 'peace be upon you'	أَسَاءَ، إِسَاءَةً إِلَى # IV to hurt, harm, act meanly toward
وَعَلَيْكُمْ السَّلَامُ greetings! lit., 'and with you be peace' (reply to السَّلَامُ)	[سَيِّئٌ - وَن] bad, evil
(عَلَيْكُمْ)	[أُسْوَأُ] worse, worst
[سَلَامَةٌ] well-being, safety	[[إِسْوَدَ، إِسْوَدَانُ]] IX to turn black
مَعَ السَّلَامَةِ goodbye	[سَوَادٌ] blackness
سَلِيمٌ Salim (m. name)	أَسْوَدُ (سَوْدَاءُ) - سَوْدٌ black
الْإِسْلَامُ Islam	السُّودَانُ the Sudan
إِسْلَامِيٌّ (nisba) Islamic	[[سَادَ - ، سَيَادَةً]] to prevail, reign, master, rule
مُسْلِمٌ - وَن muslim	سَيِّدٌ - سَادَةٌ mister, Mr.; gentleman
سُلَيْمَانُ الْحَكِيمُ Solomon the Wise	السَّيِّدُ الْمَسِيحُ Christ
سُلَيْمَانُ بْنُ دَاوُدَ Sulayman b. Dāwūd	سَيِّدَةٌ - ات lady; Mrs.
سَمَحَ - ، سَمَّاحٌ (ل) # to permit (s.o.) (s.th.)	سَيِّدَةُ الْبَيْتِ the lady of the house
سَمَرَةٌ # brownness (of skin)	[سُورَةٌ - سُورٌ] # sura, chapter of the Koran
سَمِيرٌ Samir (m. name)	سُورِيَا ، سُورِيَّةُ # Syria
أَسْمَرٌ - سَمْرَةٌ dark-complexioned, brown-skinned = (person)	سِيَاسَةٌ - ات policy; politics
(سَمْرَاءُ - سَمْرَاوَات)	سِيَاسِيٌّ - وَن politician; political; diplomatic
سَمِعَ - ، سَمَاعٌ # to hear	السُّوَيْسُ # Suez
اسْتَمَعَ ، اسْتِمَاعٌ VIII to listen (to) (لِ ، إِلَى)	سَاعَةٌ - ات hour; time; watch; clock
سَامِيٌ # Sami (m. name)	سَاعَتُذِ in that hour
سَمَى ، تَسْمِيَةٌ # II to name, call s.o. s.th.	سَوْفَ ، سَ (future particle) will, going to
إِسْمٌ - أَسْمَاءُ name	

مَسَافَةٌ - ات	distance	شَأْنٌ - شُؤُونٌ	# matter; situation
[سُوقٌ - أُسْوَاقٌ]	# (f.) bazaar, market	بِشَأْنِ	in regards to, regarding, concerning
مُسَاوَةٌ	# III to be equivalent, equal to	س.ث. <i>en relación a, a propósito de</i>	
تَسَاوَى ، تَسَاوٍ	VI to be equal, similar	شَايٌ	# tea
سَوَى (prep.) other than, except, besides		شَابٌ - شَبَّانٌ ، شَبَابٌ	# young man, youth
[التساوي في الحقوق]	Equal Rights	شَبَّانٌ - شَبَابٌ	# window
مُسَاوِلٌ	equivalent, equal to	شَجَّعَ ، تَشَجَّعَ	# II to encourage
السُّوَيْدُ	# Sweden	اشْتَدَّ ، اِشْتَدَّادٌ	# VIII to become harsh, severe; strong, more violent, more intense; to intensify
سَبَوِيهِ	# Sibawayhi (medieval Arab grammarian)	شَدِيدٌ - أَشَدُّ	intense; strong
سَارَ - سِيرَ ، سَيْرٌ ، سِيرَةٌ ، مَسِيرٌ ، مَسِيرَةٌ ، تَسِيرٌ	# to move, get going; to march, walk, go; to progress, function, run	أَشَدُّ (مِنْ)	more intense (than); most intense (also used with acc. indefinite noun; أَشَدُّ 'more black, blacker')
سَارَ بِرَ	to take, lead, conduct, march s.o.	شَرٌّ - شُرُورٌ	# evil; harm
سَارَ عَلَى مَنَهِجٍ	to behave according to, like	شَرِبَ - شَرَبَ ، شَرَبٌ	# to drink
سَيَّارَةٌ - ات	car, automobile	شَرَابٌ ، أَشْرَبَةٌ	drink, beverage
سَيَّطَرَ ، سَيَّطَرَةً عَلَى	# (quad.) to control, dominate	شَارِعٌ - شَوَارِعُ	# street
سَيْفُ الدَّوْلَةِ	# Sayf al-Dawla al-Hamdani	أَشْرَفَ ، إِشْرَافٌ عَلَى	# IV to supervise
الْحَمْدَانِي		ضَيْفٌ - ضَيْفٌ	guest
سِينَاء	Sinai	ضَيْفُ الشَّرَفِ	guest of honor
سِينَمَا	cinema, movies	شَرِيفٌ	Sharif (m. name)
ش		شَرْقٌ	# east
الشَّامُ	# Syria; Damascus	الْشَّرْقُ الْأَوْسَطُ	the Middle East
بِلَادُ الشَّامِ	Syria	مُسْتَشْرِقٌ - وَن	orientalist
		شَارَكَ ، مُشَارَكَةٌ فِي	# III to participate, join in
			asociarse, participar con en; ser socio de en.

شرك	اشتراك ، اشتراك في	VIII to participate; cooperate in participar, associarse, tomar parte en . company	شكل - أشكال	# type, kind, class, form
شركة - ات	اشتراكي - ون	socialist	مشكلة - مشاكل	problem
مشترك	مشتراك	common, joint	شمل - شمل ، شمل ، شمول	## to include, comprise, contain
اشتري ، شراء	# VIII to buy (Form I VN)		شمال	## north
شعب - شعوب	# a people; nation		شهد - شهادة	# to witness, testify
شعبي	(nisba) popular, folk-, national		شاهد ، مشاهدة	III to see; to watch
أبناء الشعب	the ordinary people		شهادة - ات	degree, diploma
شعر - شعور (ب)	# to feel, perceive, sense (s.th.)		شهر - أشهر ، شهر	# month
شعر - أشعار	poetry; poem		مشهور - ون (ب)	famous (for)
شاعر - شعراء	poet		شهرزاد	# Shahrazad (of the Arabian Nights)
أشقر - شقر	# blond, fair		شهریار	# Shahriyar (of the Arabian Nights)
(شعراء - شقراوات)			مشتاق - ون إلى	# eager for; longing to, looking forward to
[شقرة ، شقر]	blondness		شاء - ، مشيئة	# to wish, want; to will
شك - شك (في)	# to doubt, suspect, question		شيء - أشياء	thing, something
شك - شكوك (في)	doubt; suspicion, uncertainty (about)		لا شيء	nothing
لا شك (في)	there is no doubt (about); no doubt (about)		بعض الشيء	somewhat
شكر - شكر (على)	# to thank s.o., be grateful to s.o. (for)		مشيخة - ات ، مشايخ	# Sheikdom
شكر - شكور	thanks; gratefulness, gratitude		شیطان - شياطين	# Satan, devil
شكرا	thanks! thank you!		شیوعي - ون	# communist
			شيك - ات	# check

II to give credence to, believe (s.o. to be telling the truth, s.th. to be true)

صَابِئٌ - وَنَ الصَّابِئَةُ # Sabian

أَصْبَحَ # IV to become, come to (be)

صَادَقَ ، مُصَادَقَةٌ

III to be, become friends with, to befriend (s.o.)

صَبَاحٌ morning

[تَصَادَقَ ، تَصَادَقَ]

VI to become friendly

صَبَاحُ الْخَيْرِ good morning!

صَدِيقٌ - أَصْدِقَاءُ

friend

صَبَاحُ النُّورِ good morning! (reply to صَبَاحُ الْخَيْرِ)

[أَصْرًا ، إِصْرًا] # IV to persist (in)

صَبَرَ - صَبْرٌ # to be patient, forbearing (over s.th.); to endure (s.th.)

[صَرَخَ ، صَرَخَ]

to scream, yell

صَحِيحٌ - صَحَاحٌ # right, true, correct

تَصَرَّفَ ، تَصَرَّفَ

V to behave, conduct oneself

صَاحِبٌ - أَصْحَابٌ # friend, comrade

انْصَرَفَ ، انْصِرَافٌ

VII to go away, leave (s.th.); to give up, abandon, relinquish (s.th., s.o.)

صَحْبٌ ، صَحَابَةٌ

(عَنْ)

صَحْرَاءُ - صَحَارَى # desert

انْصَرَفَ إِلَى

VII to turn one's attention to, devote o.s. to

صَحَارٍ ، صَحْرَاوَاتٍ

صَعَبٌ - صِعَابٌ (عَلَى) # hard, difficult (for)

صَحْرَاوِيٌّ

(nisba) desert, desolate, waste

صَغِيرٌ - صِغَارٌ

little, small; young (person)

صَحِيفَةٌ - صَفْ # newspaper

صَفٌّ - صُفُوفٌ

class, course; classroom; row, line

صَحْفِيٌّ (nisba) journalistic, newspaper (adj.), press-, news-; journalist, newspaperman

صَفْحَةٌ - صَفَحَاتٌ

page, leaf, sheet

قُبَّةُ الصَّخْرَةِ

Dome of the Rock (the Mosque of Omar in Jerusalem)

[إِصْفَرًا ، إِصْفَرًا]

IX to turn yellow

[صَفْرَةً]

yellowness, yellow (n.)

صَدَرَ - ، صُدُورٌ # to come out, appear, be published

أَصْفَرُ (صَفْرَاءُ) -

yellow

أَصْدَرَ ، إِصْدَارٌ # IV to export; to publish

[أَصْلَحَ ، إِصْلَاحٌ]

zero

IV to improve

مُصَدِّرٌ - مَصَادِرُ origin, source; verbal noun (Arabic grammar)

[إِصْلَاحٌ]

improvement, betterment, mending, correction

[صَالِحٌ]	good, right; pious
صِنَاعَةٌ - ات	industry
مَصْنَعٌ - مَصَانِعُ	factory
صَنْعَاءُ	San'ā' (capital of Yemen)
صَوَابٌ	# correct, true
[صَوْتٌ - أَصْوَاتٌ]	# voice; sound
صَوَّرَ ، تَصْوِيرٌ	# II to paint, draw; to picture, depict, portray
صُورَةٌ - صُورٌ	image, picture; form, shape
[صَاحِغٌ - صَاغَةٌ]	# goldsmith; jeweler
الصُّومَالُ	# Somalia
صَارَ - ، صِيرَ ، صَيَّرَ	# to become, come to be; (with foll. indicative) to come to, get to the point of
صَيْفٌ - أَصْيَافٌ	# summer
الصَّيْنُ	# (f.) China

ض

ضَحَكَ - ، ضَحْكٌ	# to laugh
ضَحْكٌ	
[ضَحَى]	# (m. and f.) forenoon, late morning
[ضَرَبَ - ، ضَرْبٌ]	# to strike, hit
[ضَاعَفَ ، مُضَاعَفَةٌ]	# III to double; to multiply, compound
[ضَلِيلٌ]	# wandering; errant

[الْمَلِكُ الضَّلِيلُ]	the Wandering King (أمرو القيس pre-Islamic poet)
[أَضَافَ ، إِضَافَةٌ]	# IV to add (to)
[إِلَى]	
ضَيْفٌ - ضِيُوفٌ	guest
[ضَيْفُ الشَّرَفِ]	guest of honor
[ضِيَاةٌ]	hospitality
[حُسْنُ الضِّيَاةِ]	hospitality
الْإِضَافَةُ	the idāfa construction

ط

طَاوَلَةٌ - ات	# table
طَبِيبٌ - أَطْبَاءُ	# doctor, M.D.
طَبَعَ - ، طَبَعٌ	# to print
[طَبَعًا]	of course, naturally
طَبَعَةٌ - ات	printing; edition
[طَبِيعَةٌ - طَبَائِعُ]	nature; character
[طَرَدَ - ، طَرَدَ (مِنْ)]	# to reject, dismiss, expel (from)
[طَرَفٌ]	# eye; glance, look
[بَلَمَحِ الطَّرْفِ]	in the twinkling of an eye; instantly
[طَرِيفٌ]	funny, odd
[مُتَطَرِّفٌ - وَن]	extremist, radical
طَرِيقٌ - طُرُقٌ	# (m. and f.) way; road, street
طَارِقُ بْنُ زِيَادٍ	Tariq b. Ziyād (Muslim military commander)
طَعَامٌ - أَطِيمَةٌ	# food
مَطْعَمٌ - مَطَاعِمٌ	restaurant

طَلَبَ ، طَلَبٌ #	to request	طَرِيفٌ #	elegant, witty
طَالَبَ ، مُطَالَبَةٌ #	III to demand (of s.o.) s.th.	ظَلَّ - ، ظَلٌّ ، ظُلُولٌ #	(with foll. indicative or participle) to continue, go on, remain, persist in (doing s.th.)
تَطَلَّبَ ، تَطَلُّبٌ #	V to require, necessitate	ظَنَّ - ، ظَنٌّ #	to suppose, think (s.o. or s.th. to be s.th.)
طَلَبٌ - ات	request; application; demand	ظَهَرَ - ، ظُهُورٌ #	to emerge, come to light; to appear, seem
طَالِبٌ - طُلَّابٌ #	student	أَظْهَرَ ، إِظْهَارٌ #	IV to show, demonstrate
طَلَّقَ ، طَلَّاقٌ #	II to divorce	تَظَاهَرَ ، تَظَاهُرٌ [(بـ)] #	VI to pretend, simulate (s.th.)
طَلَّاقٌ	divorce	مَظْهَرٌ - أَظْهَارٌ #	noon
طَلَّاقٌ بِالثَّلَاثَةِ [	definite (irrevocable) divorce	الظَّهْرَانُ	Dhahran (city in Saudi Arabia)
طَالِقٌ [	(f.) divorced	مَظْهَرٌ - مَظَاهِرٌ #	appearance; manifestation
طَنْجَةٌ #	Tangiers		
طَهْ حُسَيْنٌ #	Tāhā Hussein (contemporary Egyptian writer)		
تَطَوَّرَ ، تَطَوُّرٌ #	V to develop, evolve (intran.)		
أَطَاعَ ، إِطَاعَةٌ [	IV to obey s.o.		
اسْتَطَاعَ ، اسْتِطَاعَةٌ	X (with acc. object or foll. by أَنْ) to be able to, can		
طَائِفَةٌ - طَوَائِفُ [	group; sect, party, faction	عِبَاءَةٌ - ات #	cloak, 'aba
طَوِيلٌ - طَوَالٌ #	long; tall	عَبَدَ - ، عِبَادَةٌ [	to worship
طَوِيلًا	at length, a long time	عَبْدُ اللَّهِ السَّلَالُ	Abdulla al-Sallāl
مَطَارٌ - ات	airport	عَبَّرَ ، تَعْبِيرٌ عَنْ #	II to express
طَائِرَةٌ - ات	airplane	اعْتَبَرَ ، اِعْتِبَارٌ	VIII to consider s.o. as s.th.
		عَبَّاسُ مَحْمُودِ الْعَقَّادِ #	'Abbās Mahmūd al-'Aqqād (modern Egyptian essayist, critic)

عثمانيّ # Ottoman

عُثْمَانِيَّةُ الدَّوْلَةِ	the Ottoman Empire	عدُوٌّ - أعداءُ	# enemy	عرف
أعجب ، إعجاب	# IV to please, delight s.o.	اعتذر ، اعتذار	# VIII to apologize (for)	
		(عن)		
أعجب ، إعجاب	IV (passive) to admire, be proud of	عربي - عرب	# Arab, Arabic, Arabian	
تعجب ، تعجب (من)	V to be surprised, amazed (at)	العربية	the Arabic language, Arabic	
		الجامعة العربية	the Arab League	
عجب - إعجاب	surprise, amazement	تعريب	translating into Arabic	
عجيب - ون	strange, odd	عرس - أعراس	# wedding	
إعجاباً -	out of admiration for	عروس - عرائس	(f.) bride	
عد - عد - عد	# to count, compute; (with two acc.) to consider (s.th.) to be (s.th.)	عروسان	bridal couple, newly-weds	
أعد ، إعداد	IV to prepare, make s.th. ready	عريس	bridegroom	
استعد ، استعداد (ل)	X to be ready, willing (to), prepared (for)	عرض - عرض (على)	# to exhibit, show, submit s.th. (to)	
عدد - أعداد	number; issue (of a magazine)	عرف - معرفة	# (perfect) to find out (about), learn, know; (imperfect) to know	
عدد من	a number of, several	أعرف - حق المعرفة	I know...very well	
إعدادي	preparatory; elementary (school)	عرف -	(pass.) to be well-known, famous for	
مستعد - ون (ل)	ready, prepared (for), willing (to)	تعرف ، تعرف على	V to become acquainted with s.o.	
معتدل - ون	# moderate	عرف - أعراف	heights, elevated place	
عدم	# non-being, nonexistence; (with foll. gen. verbal noun) non-, un-, in-, dis-	معرفة - معارف	knowledge; acquaintance	
عدم الانحياز	non-alignment	على غير معرفة	in spite of not being acquainted with s.o.	

عرف	وزارة المعارف	ministry of education	اعتقد ، اعتقاد (بـ)	VIII to believe (in)
	معروف (بـ)	known, well-known (for)		
	المعروف أن	it is known that...	بالعكس	# on the contrary
	العراق	# Iraq	على العكس من	in contrast with, contrary to
	[عراك]	# struggle	عل ، لعل	# (with foll.acc.) perhaps, maybe, might (with implied expectation)
	عزيز - أعزاء (على)	# dear, beloved (to)	علاقة - ات (بـ)	# relationship (to), connection (with)
	[عزى ، تعزية]	# II to console, offer condolences to		
	عشرة	# ten	علم - ، علم (بـ)	# to know, have knowledge of, be familiar with
	عشرون	(nom.) twenty; (foll. definite n.) twentieth	علم ، تعليم	II to teach s.o. or s.th.; to educate s.o.
	عاشر	tenth	أعلم ، إعلام (بـ)	IV to inform, notify, tell s.o. (about s.th.)
	عاصر ، معاصرة	# III to be contemporary to	تعلم ، تعلم	V to learn; to become educated
	[عصر - أعصر]	period, age, era	علم (بـ)	knowledge (of)
	عصور ، أعصار		علم - علوم	learning; knowledge; science
	العصر الجاهلي	the pre-Islamic era	علمي	(nisba) scientific; learned, scholarly
	معاصر - ون	contemporary	علم - أعلام	flag, banner
	عاصمة - عواصم	# capital, capital city	عالم - عوالم	world
	وهو - أعضاء	# member	تعليم	education
	أعطى ، إعطاء	# IV to give (s.o.) (s.th.)	معلم - ون	teacher
	عظيم - عظماء	# great, big, grand, vast, enormous	تعال (تعالى)	# (imperative) come!
	عظام ، عظائم	(w. foll. gen.) most of	تعالوا	
	معظم	# you're welcome!	على	on, over; to the debit of, against; on the basis of
	عقد - ، عقد	# to hold (a meeting)		
	انعقد ، انعقاد	VII to be held (meeting)		

على ذلك	and so, therefore	آل عمران	the Family of 'Imrān (Qur'anic verse)
[على غير معرفة]	in spite of not being acquainted with s.o.	عميق	# deep, profound
كان على حق	to be right	عمل - عمل	# to do, act, be active, work (also: في in a field)
درس على	see درس	يعمل معلماً	'he works as a teacher, his job is teaching'
علام	on what? what for?	عمل على	to work for, be active in the service of
(= على ما ؟)	why?	عمل - أعمال	work, labor, job
علي	Ali (m. name)	[منظمة العمل الدولية]	International Labor Organization
عال - عالون	high	عامل - عمال	worker, laborer
[عم - أعمام، أعموم]	paternal uncle	عمان	# Oman (sultanate)
[ابن العم]	paternal cousin (m.)	عمان	# Amman
عام	general	عن	# about, concerning, of; away from
[عامّة]	generally, in general	عم = عن + ما	about, concerning what?
الجمعية العامة	the General Assembly	عند	# at, with, on (time or place); among; (with verbal noun) on, upon; in the view, opinion of; to have (A. subj. = E. obj.)
عامي	(nisba) colloquial	من عند	from the place (house, office, etc.) of
العامية	colloquial Arabic	من عنده	of his own, which he makes up, impromptu
عن + ما = عما		عندما	when, whenever
اعتمد ، اعتماد على	VIII to depend, rely on	عندئذ	then, at that time, at that point
[عميد - عمدا]	dean	عنوان - عناوين	# title; address
[أوراق اعتماد]	credentials (diplomatic)		
عمر - أعمار	age (of a person)		
في الخمسين من عمره	at the age of fifty		
كم عمره ؟	how old is he?		
عمره عشرين سنة	he is twenty years old.		

بِعَنْوَانٍ	by the title of	غَرْبٌ	# west
مَعْنَى - مَعَانٍ	# meaning, sense	غَرِيبٌ - غُرْبَاءُ	stranger (n.); strange (adj.)
عَهْدٌ - عُهُودٌ	# age, era, time	الْمَغْرِبُ	Morocco; North Africa
[مَعَهْدٌ - مَعَاهِدُ]	institute	غَضَبٌ - غَضَبٌ	# to become angry (at, with s.o.)
عَادَ - عَادَ ، عَوْدَةً	# to return, go back, come back	(مِنْ ، عَلَى)	
عَادَ بِـ	to take, bring s.o. back	أَغْضَبَ ، إِغْضَابٌ	IV to anger (s.o.)
أَعَادَ ، إِعَادَةً	IV to repeat, reiterate	غَضَبٌ	anger
عَادَةً - ات	custom, habit	غَالِبٌ	# [winner, victor, conquerer;] (with foll. genitive) most, majority of
عَادَةً	usually		
عَوَضًا عَنْ	# instead of, in lieu of; in exchange for	[إِنْغَمَسَ ، إِنْغِمَاسٌ]	# VII to become immersed (in)
عَائِلَةٌ - ات، عَوَائِلُ	# family	(فِي)	
عَامٌ - أَعْوَامٌ	# year	غَنَّى ، غِنَاءٌ	# II to sing
تَعَاوَنَ ، تَعَاوُنٌ	# VI to cooperate (with e.o.)	أُغْنِيَةٌ - ات، أَغَانٍ	song
[عِيدٌ - أعيَادٌ]	# feast day, holiday	غَنِيٌّ - أَغْنِيَاءُ (بِ)	rich, wealthy (in)
عَاشَ - عِيشَةً	# to live, be alive	مُغَنٍّ - وَن	singer, vocalist
مَعِيشٌ		(مُغْنِيَّةٌ - ات)	
عَيَّنَ ، تَعْيِينَ	# II to appoint s.o. as s.th.	[غَائِبٌ - وَن]	# absent
عَيْنٌ ، عِيُونٌ	(f.) eye	[غَيَّرَ ، تَغْيِيرٌ]	# II to change (s.th.)
غ		تَغَيَّرَ ، تَغْيِيرٌ	V to be changed, change
[تَغَابُنٌ]	# mutual fraud	غَيْرٌ	other than; non-, un-, in-, dis-
غَدٌ	# the morrow, the following day	غَيْرٌ	except, save, but
غَدًا	tomorrow	بِغَيْرِ	without
[غَدَاءٌ]	lunch	تَغْيِيرٌ	change

[فَرَانِكْ ، فِرْنَكْ - ات] # franc (coin)

[اَنْفَسَخَ ، اِنْفَسَاخَ] # VII to be annulled

[فُؤَادٌ - اَفْئِدَةٌ] # heart

[فَسَّرَ ، تَفْسِيرٌ] # II to explain, expound, interpret, comment on

[فَتَحَ - ، فَتَحَ] # to open; to conquer

[فَتَّشَ ، تَفَتَّشَ عَنْ] # II to search, look for

أَلْفَصْحَى # Classical (Literary) Arabic

[مُفَتِّشٌ - وَن] # inspector

[فَصَّلَ ، تَفْصِيلٌ] # II to distinguish, classify

[فَتَاةٌ - فَتَيَاتٌ] # girl, young woman

[اِنْفَصَلَ ، اِنْفِصَالٌ] # VII to secede; to separate o.s.; to be separated

[تَفَحَّصَ ، تَفَحُّصٌ] # V to search (for), inquire (about), examine (عَنْ)

فَصْلٌ - فُصُولٌ # season (of year)

فَدْوَى طَوْقَانُ # Fadwā Tūqān (contemporary Palestinian woman poet)

[تَفْصِيلٌ - تَفَاصِيلُ] # detail

[فَرْدٌ - أَفْرَادٌ] # individual; member

[فَضَّلَ ، تَفَضُّلٌ] # II to prefer (s.o. or s.th.) to

فَرِيدٌ # Farid (m. name)

[فَعَلَ - ، فَعِلَ] # to do, act; to make

فَرِيدُ الْأَطْرَشُ # Farīd al-Atrash (contemporary singer)

[فَعَلَ - أَفْعَالٌ] # doing, action, deed

مُفْرَدَاتٌ # (p.) vocabulary items

[فَقَدَ - ، فَقَدَ] # to lose, miss, be deprived of

أَلْفَرَزْدَقُ # Al-Farazdaq (Umayyad poet)

فُقْدَانٌ

[فَرَضَ - ، فَرَضَ عَلَى] # to impose s.th. upon

فَقْرٌ # poverty

[فَرْعٌ - فُرُوعٌ] # branch

[فَقِيرٌ - فُقَرَاءُ (فِي)] # poor (in)

فِرْعَوْنِيٌّ # pharaonic

فَقَطٌ # only

[فَرَّغَ - ، فَرَّوْغٌ مِنْ] # to finish doing s.th.

[فَكَّرَ ، تَفَكُّيرٌ] # II to think (of, about)

[فَرَّقَ ، تَفَرَّقَ] # II to separate, divide, disperse

(بِ)

تَفَرُّقَةٌ

فِكْرَةٌ - فِكْرٌ # idea, thought, concept

[مُتَفَرِّقٌ] # scattered, dispersed; miscellaneous

فِكْرِيٌّ # intellectual

فَرَنْسَا # France

مُفَكِّرٌ - وَن # thinker

فِكْرٌ بِ أَفْكَارٍ

peusa ni ento . idea
concepto; nóia

فلسطين	# Palestine
فلسفة	# philosophy
فيلم ، فيلم - أفلام	# film, movie
فم - أفواه	# mouth
فن - فنون	# art
فني	(nisba) technical, artistic, professional
[الفن التمثيلي]	dramatic arts, theater
[فنجان - فناجين]	# cup
فندق - فنادق	# hotel
فهم - فهم	# to understand, comprehend
فوق	# over, above, over and above
فوق ذلك	moreover, furthermore
في	# in; at; on, on the subject of
فيم (في + ما)	in what?
فيما بعد	afterwards, later
استفاد ، استفادة	# X to benefit (from); to utilize, use
(من ، بـ)	
فيروز	# Fayruz (contemporary Lebanese woman singer)

ق

قاموس - قواميس	# dictionary
قبة الصخرة	# the Dome of the Rock (the Mosque of Omar in Jerusalem)
قبيح - قباح	# ugly
قبرص	# Cyprus
قبل - قبول	# to accept; to approve of
[قبل ، تقبل]	II to kiss
قابل ، مقابلة	III to meet (with)
أقبل ، إقبال (على)	IV to approach, come, go (to s.o.); to devote o.s. to (s.th.); to begin to (do s.th.)
استقبل ، استقبال	X to receive, welcome, meet
استقبال - ات	reception, welcome
قبل	before
قبل الميلاد	B.C.
من قبل	from before, prior to
من قبل ، قبل	before, earlier, previously, formerly
مقابلة - ات	an interview
مستقبل	future (n.)
قد	# (with perfect: denotes completion of act) has, had, already; (with indicative) perhaps, maybe; may; sometimes
قدر ، تقدير	II to appreciate, esteem; to assess, evaluate
القدس	# Jerusalem

مقدس - ون	holy, sacred	قَرْن - قُرُون	# century
[الكتاب المقدس]	The Bible	[الْقُرُونُ الْوُسْطَى]	the Middle Ages
قدم ، تقديم (إلى)	# II to present, offer; to render (services) introduce s.o. (to)	قرية - قُرَى	# village
تقدم ، تقدم	V to advance, progress	انقسم ، انقسام (إلى)	# VII to be divided, separated (into)
تقدم	V to submit, present, come forward with	قسم - أقسام	division, part, section; department
قدم - أقدام	(f. or m.) foot	قاسم أمين	Qasim Amin (modern Egyptian essayist)
قديم - قدماء	old, ancient	قصة - قصص	# story
قديمًا	in ancient times, long ago	قصيدة - قصائد	# ode, qaṣīda
[إلى قدام]	forward	اقتصاد	economy
قادم - ون	coming; next (month, etc.)	[أقصر ، إقصار]	# IV to shorten s.th.
[تقدمة - ات]	gift, present	قصر - قصور	castle, palace
تقادم		قصير - قصار	short
قرر ، تقرير	# to decide	الأقصر	Luxor
[تقرير - تقارير]	a report	المسجد الأقصى	# Al-Aqsa Mosque
قرأ - ، قراءة	# to read	[قضى - ، قضاء]	# to decree, judge
القرآن	the Qur'an, Koran	انقضى ، انقضاء	# VII to elapse, go by, pass (with على : 'over, by')
قرب	# near, in the vicinity of	قاض - قضاة	judge
قريب - ون (من)	near (to), close (by)	قطر	# Qatar
قريب - أقارب ،	relative, relation	انقطع ، انقطاع	# VII to be cut off; to stop, come to an end
أقرباء		[قطعة - قطع]	piece, fragment
[قريبًا]	soon, before long	[مقتطف - ات]	# excerpt, selection
أقرض ، قرض	# IV to lend, loan	قاعدة - قواعد	# grammar rule

قَلَّ	قَامَ - ، قِيَامٌ	# X to be, become independent	# to rise up, arise
إِسْتَقْلَلْ ، إِسْتَقْلَالٌ	قَامَ بِـ		to undertake, concern o.s. with, practice s.th.
قَلِيلٌ - قَلِيلٌ ، قِلَالٌ	قَاوَمَ ، مُقَاوَمَةٌ	few, small (in number), scant	III to oppose, resist, fight
أَقْلُ (مِنْ)	أَقَامَ ، إِقَامَةٌ	less (than); least (also used with acc. indefinite noun: أَقْلٌ سَوَادٌ 'less black')	IV to reside, dwell, stay; to construct, build, set up
قَلْبٌ - قُلُوبٌ	قَوْمِيٌّ	# heart	national, nationalist-(ic)
[مَقْلُوبٌ]	قَوْمِيَّةٌ	upside down	nationalism
قَلَمٌ - أَقْلَامٌ	قَائِمٌ - وَن	# pen; pencil	standing; existing
[قُمَاشٌ - أَقْمِشَةٌ]	قَائِمَةٌ - قَوَائِمٌ	# cloth, material	list, roster, catalogue
قَانُونٌ - قَوَانِينٌ	كَنِيسَةُ الْقِيَامَةِ	# law; code; regulation	church of the Holy Sepulchre
[قَانُونُ التَّسَاوِي]	قَوِيٌّ - أَقْوِيَاءُ	equal rights law	# strong, powerful
فِي الْحُقُوقِ	[قَيْدٌ - قُيُودٌ]		# bond, chain
قَانُونُ الْحُقُوقِ			
الْمَدَنِيَّةِ	ك		
[أَقْنَعَ ، إِقْنَاعٌ (بـ)]	كَ	# IV to convince s.o. (of)	# like, as
قَنَاةٌ - قَنَوَاتٌ	كَذَا	# canal	thus, so
[قَهَرَ - ، قَهْرٌ]	[كَذَا وَكَذَا]	# to treat with harshness	such-and-such
أَلْقَاهِرَةُ	كَذَلِكَ	Cairo	likewise; also (see also under ذَا)
قَهْوَةٌ - قَهَوَاتٌ	كَمَا	# coffee; café, coffee-house	(foll. by a verb) as, just as, and also, and in addition
مَقْهَى - مَقَاهِ	كَمَا أَنَّ	café, coffeehouse	(not foll. by a verb) as, just as, and also
قَائِدٌ - قَوَادِمٌ ، قَادَّةٌ	كُبَّةٌ [	# leader, commander, general	kubba
قَالَ ، قَوْلٌ (لِ)	كَبَابٌ [	# to say (to), tell	kabob
[قَالَ لـ]	كَبِيرٌ - كِبَارٌ	to call s.o. (s.th.)	# large, big; old (person); senior; eminent
مَقَالَةٌ ، مَقَالَاتٌ		article, essay	

كبر	senior employees	مُكافِحٌ - ون	fighter, combatant
كُتِبَ ، كِتَابَةٌ	# to write	[كَفَّنَ ، تَكْفِينٌ]	# II to shroud
كِتَابٌ - كُتِبَ	book	[كَفَى - كِفَايَةٌ]	# to be sufficient, enough
الْكِتَابُ الْمُقَدَّسُ	the Bible	[كَفَى !]	that's enough!
كَاتِبٌ - كُتِّبَ	writer, author; scribe	[اِكْتَفَى ، اِكْتِفَاءٌ]	VIII to content o.s. with s.th.
مَكْتَبٌ - مَكَاتِبُ	office	كُلُّ	# all; each, every; any; everything
مَكْتَبَةٌ - اَت	library; bookstore	اَلْكُلُّ	everything
[كُتِلَ - كُتْلٌ]	# bloc	كُلُّ مَا فِي الْأَمْرِ	the whole story is
كَثِيرٌ - كَثَارٌ	# much; many	كُلُّ مَنْ	everyone who
كَثِيرٌ مِنْ	many of, many	كُلُّ مَا	everything that
كَثِيرًا	very, very much; often	كُلِّيَّةٌ - اَت	college, school (of a university)
أَكْثَرُ (مِنْ)	more (than); most (also used with acc. indefinite noun: 'blacker' سَوَادًا)	كُلِّيَّةُ الْأَدَابِ	College of Arts and Humanities
كَذَا ، لِذَلِكَ	# see ذَا	كِلَا ، كِلَيْ (كِلَا ، كِلْتَا)	# both
كَرَّرَ ، تَكَرَّرَ	# to repeat	[كِلَاسِيَّيْنِ]	# classical
كُرْسِيٌّ - كُرَاسٌ ، كُرَاسِيٌّ	# chair	[تَكْلِيفٌ - تَكَالِيفُ]	# expenses
أَكْرَمَ ، اِكْرَامٌ	# IV to honor, do honor to; to treat hospitably	تَكَلَّمَ ، تَكَلَّمَ كَلَامٌ	# V to speak, talk
[كَرَمٌ]	generosity	كَلِمَةٌ - اَت	word
[كَرِيمٌ - كُرْمَاءُ]	generous, noble, honorable	كَلَامٌ	speech, speaking, conversation
كَرِيمٌ	Karīm (m. name)	كَمْ	# how much? (foll. by acc. s. indef. noun) how many? (in statements) how much!
كَعْبٌ بْنُ زُهَيْرٍ	# Ka'b b. Zuhayr (early Muslim poet)	كَمْ وَلَدًا	how many children?
[كَفَّ - ، كَفَّ عَنْ]	# to stop (doing s.th.)	كَمْ عُمُرُهُ ؟	how old is he?
كَافَحَ ، مُكَافَحَةٌ ، كِفَاحٌ	# III to struggle, fight, combat	كَمْ سُرَرْنَا بِهِ	how pleased we were with it!

كَمَلْ # IV to finish, complete, perfect
 اِكْمَلْ ، اِكْمَالْ
 كَانُونَ أَوَّلْ # December (Syr., Leb., Jord., Iraq)
 [كَنِيسَة - كِنَائِسْ] # church
 [كَنِيسَة الْقِيَامَة] Church of the Holy Sepulchre
 أَلْكُوَيْتْ # Kuwait
 كَانْ - # (foll. by indic. or by أَنْ and subjunctive) to be on the point of (doing s.th.), be about to (do s.th.), almost (do s.th.)
 أَلْكُوفَة # Kufa (town in Iraq)
 كَوَكَبْ - كَوَاكِبْ # star
 كَانْ ، كُونَ # to be
 [كُونَ - أَكْوَانْ] being, creation, existence; the universe, cosmos; the world
 مَكَانْ - أَمَاكِينْ ، # place, location
 أَمْكِنَة
 مَكَانْ in place of, instead of
 لَوْ كُنْتُ مَكَانَكَ if I were you
 مَكَانَة - ات position, status, rank; prestige
 كَيْ ، لِيَكِي # see لِ
 كَيْلَا ، لِيَكِيلَا see لِ
 كَيْفَ # how?
 كَيْفَ الْحَالْ how are you?

عَلْ
 ل # (intensifying particle) indeed! (see also لَوْ)
 ل # (prep.) to, to the credit, favor of; belonging to, of; (conj.) in order that, so that; (with jussive) let, have (indirect command); to have (A. obj. → E. subj.)
 صَدِيقْ لِي a friend of mine
 لِذَلِكَ therefore, for that reason
 يَا لَهُ مِنْ ... what a...he is!
 لِأَنَّ (conj.) because
 لِيَكِي ، كَيْ ، لِأَنَّ (with subjunctive) in order that, so that
 لِيَكِيلَا ، كَيْلَا (with subjunctive) in order that..not
 لِمَاذَا why?
 لَا # no; not
 لَا شَكَّ no doubt
 لَكِنْ ، لَكِنَّ # but, however
 لُبنَانْ # (m.) Lebanon
 لَدَى # at, by (place and time); in the presence of, before, with; (w. verbal n.) on, upon (doing s.th.); to have (A. obj. → E. subj.)
 أَلَّذِي # see under الذي
 لَعَلْ # see عَلْ

لُغَةٌ - ات	# language	لَوْ أَنَّ .. لَ	would that, if only...
لُغَوِيٌّ - ون	(nisba) language-re- lated, linguistic; linguist, grammarian	وَلَوْ	if; if only, would that...
أَلْعُلُومُ اللَّغَوِيَّةُ	linguistics	لَوْحٌ - ألواح	even if
[أَلْفَى، إِلْغَاءٌ]	# IV to nullify, annul; to cancel	[لَوْحَةٌ - ات]	# blackboard
لَقَّبَ، تَلَقَّبَ بِـ	# II to give s.o. the title, nickname of	لَوْنٌ - ألوان	board; tablet, chart
لَقِيَ -، لِقَاءٌ	# to encounter, meet; to find	لَبِيَا	# color
أَلْقَى، إِلْقَاءٌ	IV to cast, throw (off); to make, de- liver (a speech)	لَيْسَ	# Libya
إِلْتَقَى، إِلْتِقَاءٌ	VIII to meet, en- counter	لَيْلٌ	# not to be, he (it) is not
لِقَاءٌ	meeting, encounter	لَيْلَةٌ - ات	# (coll.) nighttime, night (as opposed to daytime)
إِلَى اللِّقَاءِ	goodbye	لَيْلَةٌ - ات	(unit noun) a night; evening
لَمْ	# (with jussive) did not, has not	لَيْالٍ، [لَيْالٍ]	
لَمْ .. بَعْدُ	not yet, still...not	مَا	# (interrog. pron.) what? (spelled مَ as obj. of invariable prep., e.g. عِلَامَ)
لَمْ .. حَتَّى	scarcely had...when	كُلُّ مَا	everything that
لَمَّا	# when, at the time that	مَاذَا	(object or subject of verb) what?
[لَمَحَ -، لَمَحَ]	# to see, behold	لِمَاذَا، لِمَ	why?
[بِلَمَحِ الطَّرْفِ]	in the twinkling of an eye, instantly	مَا (أَعْجَبَ)	how (strange) is...!
لَنْ	# (with subjunctive) will not, will never	مَا	(relative pron.) that which, what, whatever
لندن	# London	مَا .. مِنْ	that which...in the way of, the...that
لَهْجَةٌ - لَهْجَاتٌ	# dialect	مِمَّا (= مِنْ + مَا)	a thing which, some- thing which
[لَهْوٌ]	# pleasure, fun	مَا	(neg.) not
لَوْ .. لَ	# if, if it were that; (foll. by indicative)	ماجستير	# master's degree, M.A.

م	مِئَة / مِائَة # (one) hundred	اسْتَمَرَّ ، اسْتَمَرَّار (في)	مع X to last; to persist (in s.th.); (w. foll. indic.) to continue, keep on (doing s.th.)
	مِائَاتٍ مِنْ hundreds of		
	مَتَى # when? (in indirect questions) when, whenever	مَرَّةً - اَت	one time; once
	[مِثْلَ ، تُمَثِّلُ] # II represent	إِمْرُؤُ الْقَيْسِ	# Imru' al-Qays (pre-Islamic poet)
	مِثْلَ (with following genitive) the likes of, something like, such a...as	إِمْرَأَةٌ - نِسَاءٌ ، نِسْوَةٌ	(with definite article (الْمَرْأَةُ) woman
	مِثْلَ (prep.) like, similar to	نِسَائِيَّ	(nisba of نِسَاءٌ) womanly, female, feminine
	مِثْلًا for example	مَرْيَمَ	# Maryam, Miriam, Mary (f. name)
	[مُمَثِّلٌ - وَن] representative	(الْسَيِّدُ) الْمَسِيحُ	# Christ
	[أَلْفَنُ التَّمْثِيلِيَّ] dramatic arts, theater	الْمَسِيحِيَّةُ	Christianity
	تَمَثِيلِيَّةٌ a play, drama	مَسِيحِيَّ - وَن	(nisba) Christian
	إِمْتِحَانٌ - اَت # examination	[أَمْسَكَ ، إِمْسَاكَ]	# IV to grasp, take hold of
	مِخَائِيلُ نَعِيمَةٌ # Mikhā'il Nu'aymī (contemporary Lebanese writer)	مَسَاءٌ - أَمْسَاءٌ ، أُمْسِيَّاتٌ	# evening
	مُدَّةٌ - مَدَّةٌ # period (of time)	مَسَاءَ الْخَيْرِ	good evening!
	[مَدَحٌ - ، مَدَحٌ] # to praise	مَسَاءٌ	in the evening
	مَدِينَةٌ - مَدَنٌ # city	مِصْرُ	# Egypt
	مَدَائِنُ الْمَدِينَةِ	مَضَى - ، مَضِيَّ	# to leave, pass (time)
	Medina (city of the Prophet)	[مَاضٍ - مَاضُونَ]	past, bygone; last (time)
	مَدَنِيٌّ (nisba) urban; civilized; civilian; civil	مَعَ # with, together with; in spite of	
	[أَلْحُقُوقُ الْمَدَنِيَّةُ] Civil Rights	مَعَ ذَلِكَ	in spite of that, nevertheless
	مَرَّ - ، مَرُورٌ # to pass	مَعَ أَنَّ	in spite of the fact that
	مَرَّبَ - ، عَلَى to pass by, go by, go through	مَعًا	together; at one and the same time; both

مَكَّةُ # Mecca	يَا لَهُ مِنْ # what a...he is
اَلْمَكْسِيكُ # (m.) Mexico	مَنْحَ - ، مَنْحَ # to grant (s.o.) (s.th.)
تَمَكَّنَ ، تَمَكَّنُ مِنْ # V to be able to, capable of	مَنْذُ # (prep.) since, for; ago; (conj.) since, since the time that
مَكَانُ See كُونُ	مَنْعَ - ، مَنْعَ (مِنْ) # deny, prevent, forbid (s.th.) (to s.o.)
[تَمَالَكَ نَفْسَهُ، تَمَالَكَ] # VI to control, restrain o.s.	[مَهْدٌ - مَهْدٌ] # cradle, bed
مِلْكٌ - أَمْلاكُ property, possessions	[تَمْهِيْدِي] introductory, preliminary, preparatory
مَلِكٌ - مُلُوكُ king	[مَهْرٌ - مَهْرٌ] # dowry
[اَلْمَلِكُ الضَّالُّ] the Wandering King (أَمْرُؤُ الْقَيْسِ) pre-Islamic poet	مَاتَ - ، مَوْتٌ # to die
مَلِكِيَّ (nisba) kingly, royal; royalist	مُورِيْتَانِيَا # Mauritania
مَلِكَةٌ - اَت queen	مَالٌ - أَمْوَالٌ # money, property, wealth
[مَلَكٌ - مَلَائِكَةٌ] angel	مَاءٌ - مِيَاهُ # water
مَمْلَكَةٌ - مَمَالِكُ kingdom, monarchy	مَيَّ زِيَادَةُ # Mayy Ziyada (contemporary Lebanese-Egyptian woman writer)
[مَمْلُوكٌ - مَمَالِيكُ] mamluke	
مَنْ # (interrog. pron.) who? (indef. pron.) whoever, the one who	مَيْدَانٌ - مَيَادِينُ # realm, field; arena; sphere of activity; city square
مَنْ ... مِنْ the...who...	إِمْتِيَازٌ ، إِمْتِيَازٌ # VIII to be distinguished, characterized by
كُلُّ مَنْ everyone who	
مِنْ # from, (from) among, of; out of, because of; namely, such as; (with indef. elative) than	تَمْيِيزٌ discrimination; tamyiz accusative of specification (Arabic grammar)
مِمَّا ، مِمَّ (مِنْ - مَا) see مَا	إِمْتِيَازٌ distinction, honor
مَا .. مِنْ see مَا	مِيمٌ # (f.) mīm (name of the letter م)
مِنْ عِنْدِهِ of his own, which he makes up, impromptu	ن
مِنْ عِنْدِ from the place of	
مِنْ قَبْلُ previously, earlier, before, formerly	أُنَسَ ، نَاسٌ # see under أُنَسَ

نَبَط	نَعِم
[اِسْتَنْبَطَ ، اِسْتَنْبَاطُ] # X to derive, extract. deduce, induce	نَشَرُ - نَشْرٌ # to publish; to announce
اَنْبَاطُ Nabateans	اِنْتَشَرَ ، اِنْتِشَارٌ VIII to be scattered, spread out, wide- spread; to prevail (peace)
[نَبِيٍّ - اَنْبِيَاءُ] prophet	نَشْرٌ publication
[نَبَوِيٍّ] (nisba) prophetic; of or pertaining to the Prophet Muhammad	نَشْرَةٌ - نَشْرَاتٌ report; bulletin
اَنْتَجَ ، اِنْتَاجٌ # IV to produce, put out	نَشَاطٌ - اَتِ energy, activity, action
[نَتِيجَةٌ - نَتَائِجُ] result, consequence	[اَنْصَتَ ، اِنْصَاتُ (لِ)] # IV to listen, hearken (to)
نَتِيجَةٌ لِ as a result of	[اِلَى] to help, assist, let triumph (s.o.) (against, over)
اِنْتَاجٌ production, output; literary output	[نَصَرَ ، نَصْرٌ (عَلَى)]
[نَاتِجًا عَنْ] resulting from	اِنْتَصَرَ ، اِنْتِصَارٌ VIII to be victorious, triumph (over)
نَجِيبٌ مَحْفُوظٌ # Nagīb Mahfouz (con- temporary Egyptian novelist)	[نَصْرَانِيٍّ - نَصَارَى] Christian
نَجَحَ - ، نَجَاحٌ (فِي) # to succeed (in)	نِصْفٌ - اَنْصَافٌ # half
اَلْمُنْجِدُ # al-Munjid (name of a dictionary)	مِنْطَقَةٌ - مَنَاطِقُ # region, area, zone
نَحْنُ # we	نَظَرَ - ، نَظْرٌ (اِلَى) # to look (at), con- sider, view
اِنْتَخَبَ ، اِنْتِخَابٌ # VIII to elect	نَظَرَ فِي to look into, study, examine
اِنْتِخَابٌ - اَتِ election	اِنْتَظَرَ ، اِنْتِظَارٌ VIII to wait (for), await
مَنْدُوبٌ - وَنِ # delegate, represen- tative, deputy (par- liament)	نَظَرَ - اَنْظَارٌ gaze, look; view, opinion; theory
نَازِكُ الْمَلَايِكَةِ # Nazik al-Mala'ika (modern Iraqi woman poet and critic)	كَانَ فِي الْاِنْتِظَارِ to be waiting
[مُنَاسَبَةٌ - اَتِ] # occasion; opportunity	اَلنَّظَامُ # al-Nazzām (m. name)
[نَسَخَ - نَسْخٌ] # copy (of a book, etc.)	نِظَامٌ - اَنْظَمَةٌ ، نَظْمٌ # system, order
نِسَاءٌ # women (pl. of اِمْرَأَةٌ)	مَنْظَمَةٌ - اَتِ organization
اَنْشَأَ ، اِنْشَاءٌ # IV to establish, found, start	نَعَمْ # yes
	[نِعْمَةٌ - اَتِ ، نَعَمٌ] grace, bounty, bles- sing

نفس - أنفس	# (f.) soul; self;	نَوَالُ السَّحَاوِي	Nawāl al-Sa'dawī (modern Egyptian woman essayist)
نفع - نفع	# to be of use to, benefit	نام - نوم	# to sleep, fall asleep, go to sleep; to go to bed
نقد - نقود	# cash, coins, money	نيسان	# April (Syr., Leb., Jord., Iraq)
نقطة - نقط	# a drop	النيل	# the Nile
نقل - نقل	# to transmit, trans- port, transfer s.th.	ه	
انتقل - انتقل (إلى)	VIII to move, trans- fer (to) (intrans.)	هدف - أهداف	# target; goal; aim, object, objective; intention
نموذج - نماذج (من)	# type, model, pattern; example (of)	هدية - هدايا	# gift, present
منهج - مناهج	# program; manner, pro- cedure, way	هذا - هذان	# this, that
منهج التعليم	program of instruc- tion, curriculum	هذين - هؤلاء	
سار على منهج	to behave like (s.o.)	هذه - هاتان	
نهر - نهر	# to repulse, reproach, repel	هاتين - هؤلاء	
أنهر - أنهار	river	الأهرام	# al-Ahram (Egyptian newspaper; lit., 'The Pyramids')
نهضة - ات	# rebirth, renaissance; movement; boom	هارون الرشيد	# Haroun al-Rashīd (Abbasid caliph)
نهيق - نهيق	# to bray	هل	# (interrogative particle)
أنهى - انهاء	# IV to complete, finish s.th.	الهِلال	# al-Hilal (Egyptian literary periodical; lit., 'The Crescent')
انتهى - انتهاء (من)	VIII to end, come to an end, be finished (with) (s.th.)	هليني	# Hellenic
نهاية - ات	end, termination	هم	# they (m.p.)
الانتهاء من	finishing with, com- pleting s.th.	هم - هم	# to interest, concern, be of importance or concern to
أنور السادات	# Anwar al-Sadat (Egyptian president)	اهتم - اهتمام	VIII to take an interest (in), show concern (over)
تناول - تناول	# to deal with, take up, treat; to eat, drink, have		

أَهْمِيَّةٌ	importance	وَثَقَ يَثِقُ ، ثَقَةً (بـ)	# to trust, have confidence (in)
إِهْتِمَامٌ - ات	interest, concern, care	[مِيثَاقٌ - مَوَاقِيقُ]	charter
هَامٌ	important, momentous, grave, serious; interesting	وَجَبَ يَجِبُ ، وَجُوبٌ (عَلَى) (أَنْ)	# be necessary, incumbent (on s.o.) (that he do...)
هُنَّ #	they (f.p.)	[وَأَجَبَ - ات (عَلَى)]	duty (for s.o.)
هُنَا #	here	وَجَدَ يَجِدُ ، وَجُودٌ	# to find; to come to realize; (pass.) to exist, be
هُنَاكَ	there; there is, there are	مَوْجُودٌ	found; present, existing
هَئِثًا ، تَهْنِئَةً (عَلَى)	# II to congratulate s.o. (on or on the occasion of)	[مَوْجَزٌ]	# summary
الْهِنْدُ	# India	وَجْهٌ - وَجُوهٌ	# face
[هِنْدِيٌّ - هِنْدُ]	Indian (n. or adj.)	[وَجْهَةٌ - ات]	object, aim
هِنْدُ	Hind (f. name)	وَحَّدَ ، تَوْحِيدٌ	# II to unify, unite
مُهَنْدِسٌ - ون	# engineer	إِتَّحَدَ ، إِتِّحَادٌ	VIII to unite, be united; to federate (with)
هُوَ #	he	[وَحْدَهُ]	alone, he by himself
هُودٌ ##	Hūd (Qur'anic verse)	وَحْدَةٌ - ات	unity, union; unit
[هَادٌ - هُودٌ]	# to follow the Jewish scriptures, to be a Jew	وَاحِدٌ	one
هِيَ #	she	إِتِّحَادٌ	federation
[هَيْكَلٌ - هَيْكِلٌ]	# temple	الْأُمَمُ الْمُتَّحِدَةُ	the United Nations
و		الْوِلَايَاتُ الْمُتَّحِدَةُ (الْأَمْرِيكِيَّةُ)	the United States (of America)
وَ #	and; (in ḥāl construction) while, as with (foll. by genitive) by! (in oaths)	وَدَّ ، يَوَدُّ ، وَدَدْتُ ، يَوَدُّ	# to wish, want, desire
وَاللَّهِ	By God! indeed!	وَدَادُ	Widad (f. name)
وَإِنْ	even if	[وَدَاعًا]	# good-by, farewell!
وَلَوْ	even if	مَوْرِدٌ - مَوَارِدُ	# resource
وَلَوْ	even if	وَرَقٌ - أَوْرَاقٌ	# (coll.) paper
وَلَوْ	and even, but also	[أَوْرَاقُ اعْتِمَادٍ]	credentials (diplomatic)

ورقة - ات	(unit noun) sheet, piece of paper		to do with; to get in touch with, contact (s.o.)
وراء #	behind	وصلة	juncture, connection; the sign ~ indicating that its has no vowel (Arabic grammar)
من وراء	from behind		
وزير - وزراء	minister (cabinet)		
وزير الخارجية	foreign minister, secretary of state	واصل بن عطاء	Wasil b. 'Ataa'
رئيس الوزراء	prime minister	[أوصى ، إيصاء] #	IV to advise, enjoin
رئيس الوزارة		توصية	counsel, advice
وزارة - ات	ministry (cabinet)	وضّح ، يضحّ ، وُضح	# to be, become clear; to come to light
وزارة الخارجية	Ministry of Foreign Affairs; Department of State (U.S.)	واضح	clear, distinct; obvious
وسط #	middle, midst, in the middle of	وضع ، يضع ، وُضع	# to put, place, lay; to compose, draft (a document)
أوسط (وسطى)	middle, central	وضع - أوضاع	situation, condition
الشرق الأوسط	the Middle East	موضوع - مواضع	subject, topic
[القرون الوسطى]	the Middle Ages	[توطيد] #	consolidation
البحر الأبيض المتوسط	the Mediterranean Sea	وطني #	national; nationalist(ic)
[وسع ، يسع ، سعة] #	to be wide, roomy, spacious (enough for)	وظيفة - وظائف	# office, position, job; function, task
واسع	wide, spacious; extensive	موظف - ون	employee; official; functionary
وصف ، يصف ، وصف (بأنه)	# to describe, depict s.th. (as being)	وعد ، يعد ، وعد (بـ)	# to promise s.o. (s.th.)
[صفة - ات]	characteristic	موعد - مواعيد ، مواعيد	time, appointment (مِيعَات pl. of مواعيد) 'appointment' is commonly used as p. of مواعد
وصل ، يصل ، وصول	# to arrive; (with object pronoun) to reach; (A. obj. E. subj.) to receive	[وفر ، توفير (لـ)] #	II to provide s.th. abundantly (to s.o.)
اتصل ، إتصال (بـ)	VIII to be connected with, bear on, have		

وفر	توفر ، توفر	V to be given abundantly, provided in full measure	[قبل الميلاد]	before the birth (of Christ), B.C.
	وفق	# II to render s.o. successful (:God)	[ميلادي]	(nisba) A.D.
	اللَّهُ يُوفِّقُكَ	'God will make you prosper, grant you success.'	والد	father
	اتَّفَقَ ، اتَّفَقَ (على)	VIII to agree, come to an agreement (upon)	والدان	(nominative) parents
	[توفيق (بين)]	reconciliation (between)	ولاية - ات	# state, province
	توفيق الحكيم	Tawfiq al-Hakim (contemporary Egyptian dramatist)	الولايات المتحدة الأمريكية	The United States (of America)
	من المتَّفَقِ عليه (أن)	it is agreed upon (that)	وَهَبْ يَهَبْ هَبْ وَهَبْ	# to grant, present, give (s.o.) (s.th.), endow (s.o.) (with s.th.)
	وقى ، توفية	# II to give s.o. his full share of	هبة - ات	gift
	[وفاة]	death	ي	
	وقت ، أوقات	time	يا # (vocative particle) o	
	وقع يقع ، وقوع	# to lie, be located, situated; to fall down, drop; to come to pass, take place, happen, occur	يا له من	what a...he is!
	واقع	located, situated	يتيم - أيتام	# orphan
	وقف يقف ، وقوف	# to come to a stop, stop; to stand up, rise to one's feet;	يد - أيدي ، أياد	# (f.) hand
	[موقف - مواقف (من)]	attitude, stand (on)	[بيد]	in the power of (s.o.)
	ولد يلد ، ولادة	# to give birth to	بدوي	(nisba) manual
	ولد، يولد ، ولادة	(passive) to be born	الجمهورية العربية اليمنية	# Arab Republic of Yemen
	ولد - أولاد	child; boy	اليمنية	
	ولادة	birth, childbirth	[يمين - أيمن]	oath
	[ميلاد]	birth, time of birth, birthday	أيمان	
			[برى من يمينه]	to become cleared of one's oath
			يهودي - يهود	# Jew, Jewish
			اليهودية	Judaism
			يوم - أيام	# day
			اليوم	today
			[اليوم الآخر]	Judgment Day, The Last Day

يوم

بَعْدَ أَيَّامٍ in a few days
يَوْمِيَّ (nisba) daily
يَوْمَئِذٍ on that day

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MODERN STANDARD ARABIC
Intermediate Level

Part I.
Lessons 1-13

by

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PREFACE

At the Arabic Teachers' Workshop which was held at Columbia University in the summer of 1966 and attended by fourteen teachers of Arabic, it was decided, following a thorough discussion of intermediate level of Arabic instruction and a study and evaluation of available textbooks, that an intermediate Modern Standard Arabic textbook was urgently needed, and it was unanimously recommended that a group of Arabic teachers undertake the writing of such a book. However, it was deemed advisable first to work on a textbook for the beginning level. In the summer of 1968 Elementary Modern Standard Arabic (EMSA) was written and published in a preliminary edition at Ann Arbor, Michigan. It is being used by more than two dozen universities in this country (three reprints have now been made). Consequently, a team of five teachers of Arabic met at Ann Arbor, Michigan in June 1969 and wrote a document specifying the principles on which the intermediate book was to be based and giving details of its content and methodology taking as its starting point both EMSA and the work of the 1966 Workshop presented in Papers of the Arabic Teachers' Workshop on Intermediate Modern Standard Arabic Instruction. The document was published in an-Nashra, the bulletin of the American Association of the Teachers of Arabic, which devoted an issue in its entirety to it, together with a questionnaire which sought the opinion and reaction of teachers of Arabic.

The 1969 team also recommended that the writing of the textbook be undertaken in two phases. Phase I was completed in summer 1970, when a team of five Arabists met for two weeks in Ann Arbor, Michigan, and extracted materials covering a wide range of subject matter and literary genres from a large number of books and journals to serve as bases for the various texts that were to go into the textbook; the team also classified the selections as to subject matter, graded them as to difficulty, and edited them. Phase II, the actual writing of the textbook, was completed in Ann Arbor, Michigan, by a team of six Arabists and three assistants, with the undersigned serving as chairman, in the period June 1 through August 23, 1971. The final editing and preparation of copy for the printer, which lasted into October, was supervised by Professor Raji Rammuny. Earlier, in April of this year, the team held a preliminary meeting for three days, at which time the work of the summer was organized, the various phases of the project were discussed, and individual tasks were assigned.

This project could never have been completed without the help and support we have had from groups and individuals and it gives us pleasure to recognize them and acknowledge the help we received. We want to express our appreciation to all our colleagues who contributed so much directly and indirectly to this book and to those who participated in the various workshops and contributed ideas and talents, especially the members of the 1969 and 1970 workshops who laid the foundation, so to speak, for this textbook. We are indebted to the subcommittee on

Language Instruction of the ACLS-SSRC Joint Committee on the Near East for launching the workshops and to the Inter-University Summer Program Committee for Near Eastern Languages for sponsoring and taking an active interest in our work until the end of its term in 1969; to the Middle East Studies Association (MESA) and especially to its Executive Secretary for his active interest in the project and, to its subcommittee on Materials and Instruction; to the Ford Foundation for lending us financial support first through the Inter-University Committee, then through MESA, and finally directly by defraying the expenses of our preliminary meeting in April and helping generously with publication costs; to the Center for Near Eastern and North African Studies of the University of Michigan and its Director, Professor William Schorger, for indispensable moral and financial support first in our 1969 and 1970 workshops, then by obtaining a very generous grant from the University of Michigan for our project equal to more than a third of the budget; to the Office of Education for awarding us the grant to cover the rest of the budget; and to the Department of Near Eastern Languages and Literatures, to its chairman, who is one of us, Professor Ernest N. McCarus, and who, continuing a long tradition of generous support, put at our disposal all the facilities of his department including the very pleasant and comfortable surroundings in which we worked, and to the secretary of the Department, Mrs. Carolyn J. Cowan, who attended very efficiently to a number of details related to the project and typed our sample lessons, the first draft of our notes, and most of the English in the lessons; to Professor James Bellamy, of the same department, for reading one of our lessons and for suggesting the medieval texts we included; to Mr. Jiries S. Rumman for helping us first in transcribing the material for the computer and then in proof-reading; to Mr. Kevin Fung for devising the program for the computer, doing most of the key-punching, and giving us the print-outs with the various lists we asked for; to the Arabic typists, Miss Yvette Ghazal, Mr. Saad Mikhail, Mr. Muhsin Mikhail, and Mr. Ramzi Bikhazi, and to one of our assistants, Mr. Ali Al-Kasimi, who typed the Arabic in our sample lesson and in much of the final draft; and to the English typists, Mrs. Carolyn Cowan and Mrs. Helen Sharum, for their devoted and conscientious efforts; to one of us, Professor Salih Altoma and to his wife for recording a couple of the lessons; to Mr. James Bixler of the Language Laboratory at the University of Michigan, for his assistance in the technical aspects of the recording; to Mr. Nabih Alem the calligrapher who did the Arabic cover page; and most of all we owe a great debt of gratitude to our three assistants, Dr. Najib Saliba, Mr. Ali Al-Kasimi and Mr. George Saad, who worked unstintingly and devotedly all through the summer in ways too many to mention and made important contributions to the book, and who in addition did most of the recording. To all of these individuals, groups, and organizations go our thanks and appreciation for contributing so much to what has been in the very real sense of the word, a team effort and work.

Peter Abboud
Chairman

INTRODUCTION

This book is a sequel to Elementary Modern Standard Arabic (EMSA) and assumes thorough mastery of the grammatical and lexical content of it on an oral as well as written level; i.e. by the time the student reaches this level, he should have active control of some 800 words and should be able to handle easily the basic grammatical structures of Modern Standard Arabic (MSA).

The Intermediate Level.

Though similar in outlook and basic premises to EMSA, Modern Standard Arabic, Intermediate Level, (IMSA) views "intermediate", contrary to the widespread use of the term as a second semester or a second year course conducted along the same lines as an elementary course, as a quite distinct level from "elementary", differing from it in objectives and methods. Thus at the elementary level there is (1) careful and explicit guidance of the student and control of his performance so as to ensure that he is getting a maximum chance of acquiring good language habits, and, (2) strict control of the materials, which is achieved by exclusively using a limited vocabulary, basic grammatical structures, and certain types of drills and other classroom activities. The intermediate level, on the other hand, is characterized by a gradual relaxation of these controls and a carefully graded and paced transition from complete control to the stage where the student is more or less on his own and is able to use the language functionally. The student is gradually made to acquire skills that enable him to handle larger and more complex materials both written and oral, and to increase his store of vocabulary under the continued guidance but increasingly less restraining hand of the teacher. Viewed in this light the intermediate level of instruction necessarily has to have procedures, content, methodology, and materials of its own; IMSA has been designed with this in view.

Objectives of IMSA

The main objective of this IMSA book is to develop the student's ability to read and comprehend Modern Standard Arabic: i.e. to read silently and comprehend the basic meaning of standard written Arabic prose in various fields and genres. A secondary goal is to develop the student's aural comprehension of Modern Standard Arabic as it is delivered on the radio or platform. Other areas, admittedly of lower priority than the first two, in which this book seeks to develop the student's competence include the ability to write simple and reasonably correct prose, to carry on a simple conversation and to read out loud in a manner understandable to monolingual Arabs. Active vocabulary control is, of course, essential to these competencies, and the lessons have been designed for this. This book contains about 800 words for active mastery; in addition, active control of the vocabulary of Elementary Modern Standard Arabic is assumed.

The following features are designed to help in vocabulary control:

(1) New active vocabulary is introduced at the beginning of each lesson in the context of sentences, so that both nuance and construction are completely clear. Every new word is vocalized in full.

(2) Once a new word is introduced, it is repeated at least once every three lessons through Lesson 20. This should ensure the student's thorough familiarity with the active item.

When a familiar word is used in a later lesson in a new way or with a new meaning it is starred (*) as an indication that the student should consult the book's glossary to select the appropriate meaning for this context. This convention will permit the student to expand the usefulness of vocabulary already under control.

(3) New active vocabulary items are introduced, where possible, as "word families": groups of words containing a verb plus other words systematically related to it, for example

(صَعِبَ - صُعُوبَةٌ ؛ صُعُوبَاتٌ) : (صَعِبَ - صَعَابٌ)

'to become or be difficult, hard'. This entry contains the verb with its imperfect stem vowel ____; its verbal noun, which predictably means 'difficulty', following a comma; the plural form of the verbal noun when this word is used not as a verbal noun but as any common noun, here meaning "difficulties, troubles"; and, in a separate parenthesis following a colon the adjective related to this verb: "difficult, hard". The student is expected to master each of these words, as well as any relative adjective (nisba) that might be derivable in a predictable way. For example, given ^{شعب} 'a people' the student is expected to understand ^{شعبي} popular, people's'. This "word-family" approach should not only help in teaching more words, it should facilitate vocabulary building by training the student to relate morphological with semantic processes in word formation.

(4) One of the remarkable features of Arabic word structure is the extent to which words can be analyzed into roots and patterns, and how regularly particular meanings can be associated with particular patterns; for example, any word that has the same consonant-vowel arrangement of ^{استفهم} 'enquiring, enquiry' has to be a Form X verbal noun. The grammar sections of various lessons deal with roots and patterns and other aspects of word formation, and a number of important individual patterns are presented. It is believed that the student will find that the fuller his mastery of word patterns the more easily and more effectively his active vocabulary will grow.

(5) Beginning with Lesson 8 through Lesson 20, each lesson contains a study of some of the more common roots and the most useful words based on these roots.

(6) In the later lessons there are special drills on selected particles summarizing their most basic and most common uses.

(7) Active control means, of course, the ability to use the Arabic item in composing sentences as well as merely understanding it when it is encountered in a passage. There are various kinds of drills, oral and written, English-Arabic and Arabic-Arabic, which exercise and develop this ability.

(8) A most important skill for vocabulary acquisition which the student should develop at the intermediate level is the ability to make guesses at the meaning of unknown words in context. The importance of this skill is demonstrated by the fact that studies on languages like English have shown that a very small number of the total vocabulary items occur more than twice in a body of text of one million

words; hence if Arabic is even remotely similar it seems clear that there is no need to require the student of Arabic to master actively and know precise meaning of every word he encounters and to translate every sentence word by word into English. Given a core vocabulary, the student should be encouraged to read for content and not for words, and should be trained in intelligent guessing at the meaning of new words in their context. IMSA emphasizes this aspect of vocabulary acquisition, by providing in addition to texts where full and complete vocabulary is required (in the intensive reading part of the lesson) extensive texts where the student reads widely and rapidly for general meaning, and other words whose meaning he guesses at, roughly at first, to be sure, but more and more precisely as he reads extensively, and which he gradually adds to his store of vocabulary.

A word should be said about passive words--words the student is not required to master. These are (a) words glossed in the margins of texts and included in the cumulative glossary. They are important for the texts in which they occur, but may or may not be high-frequency words in the language as a whole; and (b) non-active words in the Extensive Reading texts which are not key words for a general understanding of the passage and so are not glossed in the margin, nor are they included in the glossary. All passive words are vocalized.

Contents of IMSA

The book consists of three parts, bound separately: parts I and II contain Texts, and part III contains Drills, Indexes and Glossary; tapes also accompany the book. The textbook consists of thirty lessons, which fall into four main groups of ten, ten, five and five lessons each. The groups have somewhat different formats, designed to encourage the student to depend less and less, as he progresses through the book, on assistance in the form of English translations and explanations.

1. Lessons 1 to 10 consist of five main parts, as follows:

Part I contains Preparatory Sentences, the Text, and Drills. The Preparatory Sentences are designed to introduce the new vocabulary items of the lesson. They are in the form of a dialogue or connected prose, generally on the same subject as the Text, and are accompanied by English translations. Each new word is vocalized and is illustrated by a separate sentence and is underlined in both the Arabic and English versions. The English translations of the preparatory sentences are not designed to be models of literary English but to carefully reflect the meaning and the structure of the Arabic sentences. Next comes the Text, preceded by a brief Introduction, in almost all cases in Arabic. This Introduction is designed to set the stage for the following Text; in it may be found information about the author, and something about the selection itself: its general content and its relevance to social or political issues. The Text itself is the heart of Part I, and the focal point of the entire lesson. The selections constituting the Texts are in part original, and in part taken from the works of well-known Arabic writers from various parts of the Arab world. These particular selections were chosen for variety of content and for other pedagogical reasons, and do not necessarily represent the "best" work of the individual authors concerned. They have been designed to insure the student's being introduced to a variation of styles and genres of Modern Standard Arabic and a certain amount of familiarity with the social, economic and political organization of the Arab world and its multi-faceted culture.

They have been edited to some extent in order to fit the proficiency levels of this textbook and to eliminate excessive vocabulary requirements, but the amount of such editing decreases appreciably in later lessons. The Texts are designed for intensive reading; that is, the student is expected to read and understand every word, to become familiar with the new grammatical structures and to achieve mastery of the new active vocabulary involved (unfamiliar words not intended for active mastery are glossed in the margin). Following the Text is a Drill consisting of short questions concerning the Text. This is intended for oral use in the classroom, and serves the purpose of testing the student's comprehension of what he has read in the Text as well as providing an opportunity for oral practice of new vocabulary and structures. Other drills on vocabulary sometimes follow.

Part II contains Grammar Notes and Drills. The Grammar Notes include not only new points (i.e., not covered in Elementary Modern Standard Arabic) but also brief reviews of familiar points and summaries of material previously presented in different contexts (e.g. negatives). Part II normally contains three somewhat different kinds of material. First, one or more Grammar Notes, each followed by a Drill providing practice on the point concerned. Second, a set of certain basic and essential points; these include, for example, drills on various types of verb conjugation and on plural forms. Some of these drills are introduced by brief grammatical remarks on the grammatical point involved. Third, there are rather extensive Grammar Notes dealing with such matters as word structure, important patterns, use of tenses, and noun inflection. These are also followed by a Drill in some cases.

It should be pointed out that though this is by no means a reference grammar, we have gone in some cases into great detail for the sake of complete coverage; this is true mainly of the morphological aspects of Arabic, and case endings such as diptotes, etc. These are not meant to be memorized, but to serve as reference for those students who are interested. No attempt has been made to provide full coverage of the grammar partly because many areas of MSA syntax await further research and partly because complete control of the grammar is for all practical purposes unattainable for the average student in the intermediate stage. However, we have tried to help the student in the areas which are likely to appear in the material he is likely to be exposed to in reading Standard Arabic as it is used today; these he should recognize, internalize and handle easily if he is to achieve the goals of comprehension of written and oral material in Arabic. In our notes we may have used terms and descriptive statements that some might not use or accept; we realize there are various ways of handling some construction or structures including some found in the long and venerable tradition of Arabic grammar. We have not tried here to present the most linguistically sophisticated description. We have kept the foreign student of Arabic in mind all along and have penned our grammatical descriptions in such a way as to account for actual usage in statements he can understand and follow.

Part III consists of a selection for Oral Comprehension, and a Drill. The selection is not printed in the textbook (a written version for the teacher is provided separately) but is recorded on tape. The purpose of this selection is to provide the student with continuing opportunities to practice understanding spoken Arabic, and to increase his confidence in his ability to do so. It is simpler in type than the intensive reading Text of the same lesson. The selections in the first 15 lessons or so do not contain any unfamiliar vocabulary; any such vocabulary is glossed in the textbook. In later lessons, however, unfamiliar vocabulary has been allowed in order to train the student to make intelligent guesses and learn to ignore less important material; key words which are unfamiliar continue to be glossed. The student listens to the tape as part of his laboratory assignment; and is then tested on his comprehension mostly by means of multiple choice drill given in the workbook. Every few lessons, sentences that illustrate particular grammatical structures or that are taken from earlier texts are read on tape, with the student expected to choose the most appropriate translation in a multiple choice drill given in the workbook.

In addition, the Listening Comprehension part contains selections on tape for the listening pleasure of the student. Here he listens but is not expected to recount or discuss what he has heard. Such materials consist of songs, poems, folklore music, readings from the Quran, etc., and are designed to heighten the student's interest in various areas of Arab culture. Generally, the student listens passively to the tape and is provided with a written translation or an introduction to the piece, permitting him to follow what is going on.

Part IV is meant to review material in the previous lessons. There is frequently a summary of an earlier intensive text, designed to be read aloud and/or translated, and which should serve as basis for conversation and oral discussions in class. Other drills review vocabulary by means of multiple choice questions, filling in the blanks, or translation, both written and oral. Every fifth lesson there is one or more drills specifically designed to review the vocabulary of the five previous lessons.

Part V consists of one or more passages for extensive reading. The purpose of these readings is to accustom the student to read unfamiliar material and make intelligent guesses about unknown vocabulary instead of relying on a dictionary. The student is not expected to know every word nor read the selection aloud; he reads the selections at home for general comprehension. Glossary is provided for key items which are crucial to an understanding of the text and which cannot easily be guessed from context. Following each selection is a drill to test the student's general comprehension of it, multiple choice questions for the most part. On the whole, the theme of the extensive reading selection is on the same topic as the intensive reading selection of the same lesson.

2. Lessons 11 to 20 also consist of five main parts, as described above. They differ from the preceding ten lessons in that the Preparatory Sentences are separate sentences, not forming a connected passage, and are not translated into English. However, an English translation is given for each new word illustrated by the sentences. In addition, as an aid in reviewing and building vocabulary, under many of the sentences illustrating each new word are given a number

of familiar phrases containing the new word. The familiar words appear in parentheses without translation; the additional phrases appear without parentheses and with an English translation.

3. Lessons 21-25 consist of three main parts, as follows:

Part I contains two or more reading selections. The first is to be discussed orally in class, with suggestions given in the drill that follows it. The discussion of each question should serve as the basis for the writing of a short composition at home. The other selections are to be read for general comprehension and are followed by multiple choice questions to test it.

Part II contains one or more passages for listening comprehension, while Part III is for review and serves the purpose of the review section described above.

4. Finally, Lessons 26-30 consist entirely of reading selections, with no aids given at all. Should the student feel the need to know the meaning of some words, he looks them up in a dictionary. He is now on his own: he has reached the advanced level.

Part III: Drills, Indexes and Glossary (Workbook)

The workbook is intended primarily for use outside of class. All written drills are contained in it, including the written drills that test the student's comprehension of passages in Parts III and V, the more complex drills on grammar, and most of the review drills. The drills in the textbook and the workbook are combined into a single numbering sequence, with indication given in the textbook as to which drills are in the workbook.

In addition, the workbook contains two indexes and the glossary. These, which properly belong in the textbook, have been included here in order to prevent the textbook from becoming too bulky. One index gives the Arabic grammatical terms of common use and their English equivalents. These terms are used in the drill instruction; the first occurrence of an instruction having such a term is translated in English, but thereafter only Arabic is used. In the second index, the grammatical index, references are given to all grammar points covered in IMSA. The Arabic-English glossary, contains all EMSA words, and all active words and words glossed in the margins in IMSA. It is arranged by root, with the gloss given in English as it occurs in the text. In addition, it has the proper nouns and geographical names and places that occur in the text, with an English equivalent given where it exists; otherwise, a very brief identification statement is given. Proper names are not arranged by root but by alphabetical order or letters.

Tapes

The tapes that accompany IMSA contain (a) the Intensive Texts, (b) the various passages for Oral Comprehension, and (c) the various selections of music, poetry, readings from the Quran, etc., which are for exposure only. The materials are read with full vowelings except at pause, of course. With proper nouns and numerals we have

followed what now seems standard practice in the Arab World: the form is read in pause form, while the latter is read in the colloquial.

In order to expose the student to the differences that exist in the usage of the various parts of the Arab World, we have used native speakers from Iraq, Lebanon, Palestine and Egypt. We have also provided variety by using female as well as male voices.

Finally, it goes without saying that this preliminary edition is meant to be experimental. Some of the ideas introduced here are innovative in Arabic instruction and need to be tried in the classroom to determine their effectiveness. We trust that many teachers, even those who believe in other approaches, will try it in their classes and will let us know their reactions. It need hardly be pointed out that working as we have under tremendous pressure of time, we have not been totally successful in eliminating errors and inconsistencies, and that in spite of the utmost care we paid; for these errors, we beg the users' indulgence. However, we firmly believe IMSA will meet a gap in Arabic instruction which has been felt for a long time. In it is distilled the combined experience of many years of teaching Arabic by the authors and other teachers of Arabic who helped plan for it; herein lies its major strength. It should therefore prove useful to many of those engaged in the teaching of Modern Standard Arabic as a second language in this country or abroad.

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راجي رموني
صالح الطّعمة
ارنست عبد المسيح
ارنست مكاريوس

ومُساعِدة

جُورج سَعَد نجيب صليبا علي القاسمي

دائرة دراسات الشرق الادنى

آن آربر، ميشغان

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الدرس الأول
القسم الأول : أسعد زوجين

أ - الجمل التمهيدية

- ١ - مرحبا يا عُمَرُ. أخيراً وصلت
(أَخيراً)
"Hello, Omar! You've finally arrived."
- ٢ - أنا آسِفٌ لهذا التأخير .. فقد كنت بانتظار صاحبي محمود
(آسِفٌ ، آسِفٌ) : (آسف - آسفون)
(أَخَرٌ ، تَأْخِيرٌ)
(صَاحِبٌ - أَصْحَابٌ)
٣ - لماذا لم يحضر معك ، فقد أعددت أكلاً كثيراً ؟
"Why didn't he come with you? I've prepared a lot of food."
- ٤ - أشكرك على هذا*الشعور الكريم ، ولكنه ذهب الى المسجد للصلاة ، كما هو عادته كل يوم جمعة .
(كَرَمٌ ، كَرَمٌ) : (كَرِيمٌ - كِرَامٌ)
(صَلَاةٌ - صَلَوَاتٌ)
٥ - يظهر أن الدين يملك قلب صاحبي ...
(مَلِكٌ - ، مُلْكٌ)
"It seems that religion owns your friend's heart."
- ٦ - نعم وهو يشعر بالخيبة اذا لم يستطع الذهاب الى المسجد .
(خَابٌ - ، خَيْبَةٌ)
٧ - ثم اشارت الى الأكل قالت تَفَضَّلْ
(أَشَارَ إِلَى ، إِشَارَةٌ)
"Then she pointed to the food (and) said, "Please help yourself!"
- ٨ - هذه أكلة لذيذة ، كيف حضرتها يا سعاد
(أَكَلَةٌ - أَكَلَاتٌ)
"This is a delicious dish; how did you prepare it, Suad?"

(لَذَّ -) : (لَذِيذٌ - لِيَذَّ)

٩- بدأت أولاً بطبخ اللحم ..

(طَبَخَ - ، طَبَخُ)

(لَحْمٌ - لُحُومٌ)

١٠- ثم ماذا ؟

١١- أضفت اليه البيض وخلطتهما معا ..

(أَضَافَ إِلَى ، إِضَافَةٌ)

(بَيَّضَ)

(خَلَطَ - ، خَلَطٌ)

١٢- غطيت القدر وتركته قليلا ...

(غَطَّى ، تَغْطِيَةٌ)

١٣- وهل بقيت في المطبخ وقتا طويلا ؟

(مَطْبَخٌ - مَطْبَخٌ)

١٤- نعم .. لانى كنت أخاف أن يحترق

الأكل .

(إِحْتَرَقَ ، إِحْتِرَاقٌ)

١٥- المرأة عندنا مسكينة فهي تتعب كثيرا

لانها تقضى وقتا طويلا في المطبخ ..

(تَعَبَ - ، تَعَبٌ) (تَعَبٌ / تَعَبَانٌ - تَعَابٌ)

(مَسْكُونٌ - مَسَاكِينٌ)

١٦- هذا أمر لا بد منه اذا كنت تريد

أكلة عربية .

(لَا بُدَّ مِنْ)

١٧- أنا دائما أكل مع صاحبي محمود

في المطعم .

١٨- دائما ؟

١٩- نعم ولا اخفي عنك انى طيرت شوقا

عندما دعوتنى الى بيتك هذه الليلة !

"First I began by cooking the meat."

"Then what?"

"I added eggs to it and mixed them together."

"I covered the pot and left it for a while."

"Did you stay in the kitchen a long time?"

"Yes--because I was afraid that the food might burn."

"Women in our country are unfortunate. They get very tired because they spend a long time in the kitchen."

"This is inevitable if you want an Arabic meal."

"I always eat with my friend Mahmoud at the restaurant."

"Always?"

"Yes, and I don't hide from you the fact that I was overjoyed when you invited me to your house this evening."

(أَخْفَى ، أَخْفَاءُ)
(طَارَ - طَمَرَانُ)
(شَوْقٌ - أَشْوَاقٌ)

٢٠ - أنا مسرورة لحضورك ، ويسعدنى ان أراك

مرة أخرى مع صاحبك محمود .

(أَشْعَدَ ، إِشْعَادٌ)

٢١ - شكرا . أنا متأكد ان ذلك سيجعله

سعيدا ! .

"I'm glad that you came, and I'll be happy to see you again with your friend Mahmoud."

"Thank you. I'm sure that'll make him happy."

ب - النص الأساسي

مقدمة

Tawfiq al-Hakim (1898-) is the leading figure in modern Arabic drama and has published a number of novels and short stories. He is known for his symbolic treatment of his topics. In this selection, al-Hakim deals with the question of marriage in a satirical way.

*** **

جلس يستمع الى الراديو فاذا بصوت جميل يقول : " يوضع اللحم فى القدرِ

ثم يُقَطَّى بالبَطَاطِسِ ... ويضاف اليه البَصَلُ ... " الى آخر ما جاء potato(es); onions
فى برنامج المرأة ذلك اليوم .

وكان ذلك المستمع الكريم يسمع بقلب يطير شوقا ، ولم يستطع أن يَصْرِفَ

فقام الى أهله يقول لهم :

- لابد لى من الزواج بهذه المرأة !

فسألوه : هل تعرفها ؟

- لا أعرف الا اذاعتها اللذيذة فى الراديو .. أنها ملكت قلبى ..

وكان صاحبنا هذا من أولئك الذين يخلطون بين القلب والمعدة ... stomach

فاذا سأله طبيب يوما أين معدتك ؟ أشار الى قلبه .. واذا سأله أين قلبك ؟

أشار الى معدته .. وكان لابد للمرأة التى تريد أن تملك قلبه من أن تعرف

طريقها الى المعدة*أولا .. فأذا ملكها ملكت كل شئ ..

وتتم الزواج .. ومرت الايام الأولى والعريس يطير شوقا ويتقلب منتظرا
اليوم الذى تدخل فيه المطبخ .. تطبخ له تلك الاكلات اللذيذة التى وصفها
فى الراديو .

وأخيرا دخلت الزوجة المطبخ وزوجها يقول فى شوق " صلوات الله على
تلك التى ستجعلنى سعيدا بالاكلة اللذيذة "

وانتظر ساعة ثم ساعة .. وساعة حتى تعب من الانتظار فخرجت الزوجة من المطبخ
والعرق يسيل من وجهها ، وقالت له .. آسفة .. عملت لك بيضا مقليا
خوفا من التأخير .

فأخفى الرجل شعوره بالخيسة .. وبدأ يأكل البيض المقلى ، فوجده قد
احترق وتَجَبَّرَ !

ولما كانت الساعة الرابعة أسرع الزوجة الى الخروج كأنها على موعد
هام .. وفى الخامسة جلس الزوج وحده يستمع الى الراديو فأذا بامرأته
تذيع على المستمعين " يوضع اللحم فى القدر ، ثم يغطى بالبطاطس ويضاف
اليه البصل و .. الخ " .

وفكر الزوج السكين قليلا .. ولم يعد يعرف ماذا يفعل : هل يضحك ؟!
هل يبكى ؟!

توفيق الحكيم ، "أرنى الله" . القاهرة ب.ت. ١٦٦ - ١٦٩

ج - تمرين ١ : اسئلة وأجوبة
أجب على الاسئلة التالية :

- ١ - ماذا كان الرجل يفعل ؟
- ٢ - اذكر عنوان البرنامج الذى كان يستمع اليه .
- ٣ - هل احب المستمع البرنامج ؟ ولماذا ؟
- ٤ - هل كان المستمع يعرف المذيعة من قبل ؟
- ٥ - ممن تزوج الرجل ؟
- ٦ - ما هو أهم شيء تعرفه عن هذا الرجل ؟
- ٧ - ما هى الاكلة الأولى التى طبختها الزوجة ؟
- ٨ - كيف وجد الزوج هذه الاكلة ؟ وماذا كان شعوره ؟
- ٩ - لماذا خرجت الزوجة مسرعة فى الساعة الرابعة ؟
- ١٠ - هل أصبح الرجل سعيدا فى حياته الزوجيه ؟ ولماذا ؟

تمرين ٢ فى كتاب التمارين

Part II. Grammar

القسم الثانى: القواعد

A.

أ - إذا بِ / إذا

The particle إذا or 'lo! (all of a sudden) there was!' is never followed immediately by a verb; إذا is followed by a nominative form, while بِ is followed by a genitive. Illustrations:



جلس يستمع الى الاذاعة فاذا بصوت
جميل يقول...

'He sat listening to the broadcast when suddenly there was a beautiful voice saying...'

إذا صاحبه يُقبل عليه

'And then his friend approached him'

B.

ب - الحال

A smooth translation of 'He found that they were burnt and had turned to stone'. Grammatically the clause

قد احترق وتحجر is a ḥāl clause modifying ه (object of وجد); a more literal translation showing this relationship is 'And he found them they had burned and turned to stone.' Hāl clauses with a verb in the perfect normally begin with وَقَدْ; after certain verbs, such as وَجَدَ the conjunction وَ may be omitted, as it has been in this sentence.

Translation-Substitution


تمرين ٣: ترجمة - تبديل

He found that she had married the reporter.

وجدها قد تزوجت المراسل.

- | | |
|--|-----------------------------------|
| 1. go to the Holy Places | 6. travel to Jerusalem |
| 2. enter a new university | 7. prepare a delicious meal |
| 3. discuss the present political situation | 8. attend the conference |
| 4. solve the problem | 9. read other stories by Al-Hakim |
| 5. meet my friend at the airport | 10. listen to Arabic poetry |

ج - ما عاد ، لَمْ يَعُدْ 'no longer' وَعَادَ 'to resume, return to; again'

The verb عَادَ 'to return' followed by another verb in the indicative means 'to resume, return to; again', e.g. 

وبعد خمس سنوات عاد يكتب في "الاهرام" 'And after five years he again wrote for Al-Ahram.'

عادت المدرسة تقول... 'The teacher went on to say...'

Negative عَادَ plus indicative means "no longer", "no more", e.g.

لم يعد يعرف ماذا يفعل. 'He no longer knew what to do.'

ما عدت اعرف ماذا افعل. 'I no longer knew what to do.'

In this usage عَادَ occurs only in the perfect tense, but may be translated as either past or present, depending on the context, e.g.

عاد ينظر الى الفتاة. 'He again looked (looks) at the girl.'

لم يعد الحزب ينقاد لسياسة رئيسه بعد ذلك. 'The party no longer followed (has no longer followed, no longer follows) its leader's policy after that.'

Transformation.
Transform, using
following example:

as in the

تمرين ٤: تحويل

حوّل مستعملاً "لم + عاد" كما في المثل:

The woman does not put the meat in the pot. ← لا تضع المرأة اللحم في القدر.

The woman no longer puts the meat in the pot. لم تعد المرأة تضع اللحم في القدر.

- ١- سأل الطبيب الرجل عن حالته .
- ٢- أشار المعلم الى الكتاب .
- ٣- وضعت المرأة اللحم في القدر .
- ٤- لا نعرف مؤلفات الكاتب كلها .
- ٥- تقيم الدولة احتفالاً للأديب .
- ٦- بنت الحكومة مصنعا للطائرات .
- ٧- ينتخب الشعب رئيسا جديدا كل سنتين .
- ٨- يقرر وزير التربية مناهج التعليم .
- ٩- اذاع الراديو برنامجا عن مصر .
- ١٠- ارسل المراسل تقارير عن اليمن .

D. General Drills.

د - تمارين عامة :

Conjugation

تمرين ٥: تصريف

He sat listening to the radio

جلس يستمع الى الراديو .

الأمهات	نحن	الطلاب	سلوى	انت
المستمعون	انتما	الطالبان	أنا	انتم

Derivation

تمرين ٦: اشتقاق

Give the verbal nouns

اعط مصادر الافعال التالية :

استمع	غطى	شكر	أضاف
طبخ	أشار	حضر	جلس
أعدّ	أخفى	أذاع	طار

Transformation

تمرين ٧: تحويل

Give the plural

اعط الجمع

صلاة	مستمع	يوم	قلب
وقت	أكلة	ساعة	صوت
مسجد	صاحب	مطبخ	زوج

تمرين ٨ - ١١ في كتاب التمارين

One essential part of the process of learning to read Arabic with facility is developing a familiarity with Arabic syntax: how words are put together in phrases and phrases into clauses and sentences. Another and equally important part is acquiring a firm grasp of morphology, or word structure: how individual words are composed. This kind of knowledge is of particular value in building an ever-increasing vocabulary and thus in reducing dependence on the dictionary. In this lesson we present a brief review of the major aspects of word structure, and in subsequent lessons we shall treat some of the features in more detail.

In the study of Arabic word structure four terms are basic: stem, affix, root, and pattern. Every Arabic word contains a stem. Some words may consist of a stem only; most consist of a stem and one or more affixes. Words which consist of a stem alone are uninflected words, commonly known as particles, for example:

هَلْ (interrogative particle)	إِذَا 'if'
لَا 'not'	أَنَّ 'that'
قَدْ (verbal particle)	مِنْ 'from'

Certain particles may occur either independently as above and/or with an attached pronoun suffix, for example:

أَنَّهُ 'that he'	مِنْهَا 'from her'
-------------------	--------------------

Others, such as لَا , قَدْ , never occur with a suffix.

The great majority of words other than particles are composed of a stem plus one or more affixes. For example, the word أَدَبٌ 'literature' consists of the stem /ʔadab-/ plus a suffix /-u/ indicating nominative case and a suffix /-n/ indicating indefiniteness. The stem in some words can itself be further broken down into a smaller stem plus one or more affixes; for example أَدَبِيٌّ 'literary' consists first of a stem /ʔadabiyy-/ plus a nominative suffix /-u/ and an indefinite suffix /-n/, and that stem in turn consists of a stem /ʔadab-/ plus a derivational suffix /-iyy-/. Stems like /ʔadab-/, which contain no smaller stems, are called primary stems; those like /ʔadabiyy-/, which consist of a smaller stem and an affix, are called

secondary stems.

The word affix includes both prefixes--bound forms attached to the beginning of a stem, for example /ya-/ of يَكْتُبُ 'he writes'--and suffixes--bound forms attached to the end of a stem, for example /-iyy-/ , /-u/ , and /-n/ of أَدَبِي 'literary'.

Primary stems, from the point of view of their internal structure, are of two kinds. One kind is not further analyzable into smaller constituent elements. These are known as solid stems. They include the particles mentioned above, various borrowed words, place names and other words (see grammar section of lesson 2), for example مِنْ 'from', رَادِيُو 'radio', and بَارِيْس 'Paris'. The other kind of stem, far more numerous, is composed of two elements: a root and a pattern; these are referred to as root-and-pattern stems. Thus, for example, the stem /kitaab-/ consists of the root k t b and the pattern -i-aa-; and the stem /muraasil-/ in مُرَاسِل 'reporter' consists of the root r s l and the pattern mu_aa_i_. This type includes the stems of nouns, adjectives, verbs and certain prepositions.

A root is a set of consonants in a certain order, associated with a certain general area of meaning, which interlocks with a pattern to form a stem. Each consonant in a root is known as a radical. Roots may contain from two to five radicals, but the vast majority contain three. Since most dictionaries of Arabic are arranged by root, an ability to recognize the root of a word is essential in the process of looking up words.

A pattern is a fixed arrangement consisting of (1) one or more vowels (and in some cases also one or more consonants) and (2) a set of slots or spaces indicating the positions which the radicals of a root must occupy when combined with that pattern. For example, the pattern of the following stems:

kitaab-	(as in كِتَاب 'book')
jibaaal-	(as in جِبَال 'mountains')

consists of (1) the short vowel /i/ and the long vowel /aa/ in that order and (2)

one slot for a radical before the /i/, another before the /aa/, and a third after the /aa/.

A pattern as such may be symbolized in various ways. We might use dashes to indicate the positions of the radicals, and write the pattern of the stems shown above as -i-aa-. Or, instead of dashes, some books use a capital C (for consonant): CiCaaC. The traditional system, long favored by Arabs and orientalists, involves the use of the letters ف, ع, and ل to represent the positions of the radicals:

فِعال or, in transcription, Fi9aaL. In this book we shall adopt this last system with one modification, using the letters F, M, and L to indicate the positions of the First, Middle, and Last radicals respectively: FiMaal. Such a form presents no difficulties of pronunciation aloud, and can be easily typed. For quadriliteral roots (those consisting of four radicals) we shall use the letters F S T L, representing the First, Second, Third, and Last radicals respectively; thus the stem pattern of ترجم 'to translate' can be symbolized as FaSTaL. Finally, we shall if necessary use a capital C to represent any consonant regardless of its status as a radical, and a small v to represent any vowel.

Patterns are of two main types. A simple pattern is one which consists solely of one or more vowels between the radicals. The pattern FiMaal, illustrated above, is one example of a simple pattern. Here are three others:

FaML

qalb- as in

قَلْبٌ 'heart'

xawf- "

خَوْفٌ 'fear'

FaMaL

9araq- as in

عَرَقٌ 'sweat'

malak- "

مَلَكَ 'he owned'

FaMi iL

kariim- as in

كَرِيمٌ 'noble'

laḏiīḏ- "

لَذِيذٌ 'delightful'

A pattern complex is a pattern which includes not only one or more vowels between the first and last radical slots but also an additional vowel after the last radical, or one or more (non-radical) consonants in any position, or the doubling of a

radical. Here are some examples:

FuMLaa

kubraa as in

كُبْرَى 'biggest' (fem)

ʔuxraa "

أُخْرَى 'other' (fem)

maFMaL

maṭḥax as in

مَطْبَخ 'kitchen'

maṣna9- "

مَصْنَع 'factory'

FtaMaL

-ntaḥar- as in

انتظر 'he waited'

-stama9- "

استمع 'he listened'

FuMaLaa

sufaraaʔ- as in

سُفَرَاءُ 'ambassadors'

wuzaraaʔ- "

وُزَرَاءُ 'ministers'

FaMMaL

darras- as in

دَرَسَ 'he taught'

fakkar- "

فَكَّرَ 'he thought'

FaMLa

hamzat- as in

هَمْزَة 'hamza'

zawjat- "

زَوْجَة 'wife'

Note that in the case of stems ending in ā /-at/, as in FaMLa above, the pattern is symbolized as ending in /a/ alone, to conform to the usual pause-form pronunciation of such words.

From the various examples above it can be seen how the radicals of a root fit into the slots of a pattern, and how a root and a pattern thus combine in interlocking fashion to form a stem. Each of the two elements contributes its characteristic share of meaning to the stem. The root indicates a general area of lexical meaning; for example the root t b x conveys the general idea of "cooking". The pattern indicates a more or less specific grammatical meaning, for example "Form I perfect verb" (FaMaL, as in طَبَخْنَا 'we cooked'), "place where an activity goes on" (maFMaL, as in مَطْبَخ 'kitchen'), or "person of a certain trade" (FaMMaL, as in طَبَّاخ 'cook'). Thus the meaning of a root and the meaning of a pattern intersect to indicate the specific meaning of the stem as a whole.

تمرین ۱۲ فی کتاب التمارین

Part III: Oral Comprehension

القسم الثالث: الإصغاء والفهم

٢- نُكْتة: ماذا أعرف عن النساء A Joke: "What do I know about women?"

بقلم: توفيق يوسف عواد، "عُبارُ الأيام" • بيروت ١٩٦٥

استمع الى النص المُسجَّل على الشريط Listen to the passage on tape and answer the questions related to it in drill 13 in the workbook. Study the following words تمرين ١٣ من كتاب التمارين • أدرس الكلمات التالية قبل الاستماع الى الشريط :

Eve	حَوَاءُ	advertise/advertisement	أُغْلَنَ ، إِيْلَانٌ
charm	سِحْرٌ	brochure	كِرَاسَةٌ
apple	تُفَاحَةٌ	without	بِلا
interest	مَصْلَحَةٌ	occur; happen	حَدَثَ وَ حَدُوثٌ

تمرين ١٣ في كتاب التمارين •

ب - استمع الى الالحن الموسيقية على العود المسجلة على الشريط •

Part IV: Review

القسم الرابع: المراجعة

Prepare the following for oral reading and translation: حضر ما يلي للقراءة الجهرية والترجمة :

١- القِطْعة الاولى

لقد قرأنا في كتاب مبادئ العربية المعاصرة¹ تمثيلية للكاتب المصري توفيق الحكيم عنوانها "أمام شباك التذاكر" ، وقد جاء فيها أن أحد الشبان أراد أن يصل الى قلب بائعة التذاكر في احدى دور السينما فسألها عما اذا كان لديها محل خال ... وأخيرا تراهنا وعرفت منه أنه

كان يريد محلا في قلبها ، لا في دار السينما ، فأخبرته بأن لديها محلا ولكنه
في آخر الصفوف ، وبذلك ربح المئة فرانك التي تراهنا عليها .

٢- القطعة الثانية

وقد قرأنا كذلك رسالة للكاتب المعروف أحمد أمين أرسلها الى ابنه
الذي كان يدرس في اوربا . . . وقد ذكر فيها نماذج ثلاثة من الطلاب الذين
يدرسون: طلاب لا يعرفون غير الله ، وطلاب لا يهتمون إلا بالدراسة ، وطلاب
سافروا ليدرسوا علما وخلقا ، ويتعلموا من الحياة الاوربية بجوانبها
المختلفة: في الجامعة ، والمجتمع ، والبيت وغيرها . وهذا النموذج هو ما
أعجب الكاتب ، وأراد من ابنه أن يتبعه .

Part V: Extensive Reading

القسم الخامس : المِطالعة الموسّعة :

Try to understand in a general manner
the following text making use of the
translated words, then answer the
questions in drill 14 in the workbook.

حاول أن تفهم بصورة عامة النصّ التالي

مستمعينا بالكلمات المترجمة ثم أجب

على الاسئلة في تمرين ١٤ من كتاب

التمارين :

نصيحة لكل امرأة

days of yore;
attraction
spontaneously

أيامُ زَمانٍ لم تكن المرأة في حاجة الى أيّ جهدٍ لاجْتِذابِ

الرجل ، فهو دائما مَجْدُوبٌ مِنْ تَلْقَاءِ نَفْسِهِ . . . كان مجذوبا

لانه لم يكن من السهل عليه أن يراها . . . كان يعيش في

rare

عالم كلّ من الرجال، وكانت المرأة شيئا نادِرا لا تظهر

في الطُرُقَات، ولا تظهر في المدارس، ولا في المكاتب . . .

وانما تختفي في البيوت . . . ولم يكن هناك طريق للوصول

اليها سوى أن يتزوَّجها على سُنَّةِ الله ورسوله بدون "بروفا"،
in accordance with, rehearsal

وبدون معرفة وبدون كلام . ولكن الأحوال الآن تغيّرت تماما ...

خرجت المرأة من البيت الى الشارع ، وبدأنا نُشَبِّحُ من رؤية

النساء ... وهكذا فقدت المرأة هَيْبَتَهَا ، وأصبحت قريبة وسهلة ،

وهذه السهولة أَبْعَدَتْ فكرة الزواج عن زَهْنِ الشاب أكثر وأكثر
remove;
mind

- لقد بدأ عصر جديد في الحب اسمه عصر الرجل . الرجل هو

الذي بدأ يجلس الآن على عرش الدَّلال ويترك الفتاة تجري وراءه

pampering

... وتجتذبه ... وقريبا تصبح المشكلة الكبرى هي مشكلة

المرأة وكيف تصل الى الزواج . ان الحل الوحيد هو أن لا

تعتبر المرأة أُنْثَى وَسِيلَةً كافية وحدها لاجتذاب زوج ...

femininity;

means

degree;

intelligence

بل يجب ان تكون على قَدَرٍ عال من الذِّكَاءِ ، على قدر عال من

التعليم ، على قدر كبير من الغنى وان تكون لها اهمية ومكانة

وسيارة كبيرة وأسم وشخصية وَنُفُوز ... تماما كما كانت

power

المرأة تطلب في الرجل ... أيام زمان .

مُصْطَفَى مَحْمُود ، "في الحب والحياة" القاهرة ب.ت. ٧٨-٦٩

الدرس الثاني

القسم الأول : العرب قبل الاسلام

أ - الجمال التمهيدية

- ١ - أين سكن العرب قبل الاسلام ؟ "Where did the Arabs live before Islam?"
- ٢ - في الجزيرة العربية وبعض المناطق في العراق وسوريا "In the Arabian Peninsula and in some areas of Iraq and Syria."
- (مَنَاطِقُ - مَنَاطِقُ)
- ٣ - هل كانوا كلهم بدوا ؟ "Were they all Bedouins?"
- ٤ - لا . كانوا قسمين : بدوا وحضرا "No, they were two kinds: nomads and town dwellers."
- (حَضَرٌ)
- ٥ - كيف كان البدو يعيشون ؟ "How did the Bedouins live?"
- ٦ - كانوا يعيشون في الصحراء ، متنقلين من مكان الى آخر بحثا عن الماء ومصادر العيش . "They lived in the desert, moving about from one place to another, in search of water and sources of livelihood."
- (تَنَقَّلَ ، تَنَقَّلَ)
- (مَاءٌ - مِيَاهُ)
- ٧ - ماهي الأعمال التي كان الحضر يقومون بها ؟ "What were the occupations that the town dwellers engaged in?"
- ٨ - الزراعة ، الصناعة البسيطة ، التجارة . "Agriculture, simple industry and trade."
- (زِرَاعَةٌ)
- (صِنَاعَةٌ - صِنَاعَاتٌ)
- (بَسَاطَةٌ) : (بَسِيطٌ - بَسْطَاءٌ)
- (نِجَارَةٌ - نِجَارَاتٌ)
- ٩ - ما هو النظام الاجتماعي الذي كان سائدا عندهم ؟ "What was the social system that prevailed in their society?"
- ١٠ - النظام القبلي ... وكانت هناك قبائل متعددة . "The tribal organization...and there were numerous tribes."
- (قَبِيلَةٌ - قَبَائِلٌ)
- (تَعَدَّدَ ، تَعَدَّدَ)

١١ - من كان يحكم كل قبيلة من هذه القبائل ؟

"Who ruled each of these tribes?"

١٢ - كان لكل قبيلة رئيس يخضع له جميع أفراد قبيلته .

"Each tribe had a chief who was obeyed by all the members of his tribe."

(خَضَعَ - ، خُضِعَ)

١٣ - بماذا عرف العرب ؟

"What were the Arabs known for?"

١٤ - عرفوا بالكرم والشجاعة وركوب الخيل .

"They were known for generosity and courage and horseback riding."

(شَجَاعَةٌ) : (شُجَاعٌ - شُجْعَانٌ)

(رَكِيبٌ - ، رُكُوبٌ)

١٥ - ماذا نعرف عن سوق عُكاظ ؟

"What do we know about Ukaz Market?"

(سوقٌ - أُسْوَاقٌ)

١٦ - كانت السوق التي يجتمع فيها العرب ، لبيع

"It was the market where the Arabs met to sell their agricultural and industrial products."

منتجاتهم الزراعية والصناعية .

(مَنْتَوِجٌ - مَنْتَوِجَاتٌ)

١٧ - ماهى مكانة هذه السوق فى الادب العربى ؟

"What position does this market place occupy in Arabic literature?"

١٨ - كان الشعراء يجتمعون فيها كل سنة ، ويلقون

"Poets used to gather there every year and recite their splendid poems, in which they depicted their tribal life."

قصائدهم الرائعة التي كانوا يصورون فيها حياتهم القبلية .

(قَصِيدَةٌ - قَصَائِدٌ)

(رَاعٍ - ، رَوَّعَةٌ) : (رَائِحٌ - وَنٌ)

(صَوَّرَ ، تَصَوَّيَرُ)

١٩ - ماهى أهم الموضوعات التي كانوا يتناولونها

"What were the most important topics that they used to deal with in their poetry?"

فى شعرهم ؟

٢٠ - البطولة ، والمدح ، والوصف .

"Heroism, praise (panegyrics) and description."

(بَطُولَةٌ ، بَطُولَاتٌ) / (بَطَلٌ - أَبْطَالٌ)

(مَدَحٌ - ، مَدْحٌ) مَدْحٌ بَ أَفْدَاحٍ

٢١ - هل كان العرب قبل الاسلام يؤمنون بالله ؟

"Did the Arabs before Islam believe in God?"

(آمَنَ بَ - ، اِيْمَانٌ)

٢٢ - كان القسم الأكبر منهم يعبدون "The greater part of them worshipped many gods."

الهة متعددة .

(عَبَدَ ٢ ، عِبَادَةٌ ١)

ج آلهة

ب - النص الاساسي

مقدمة

تعطينا هذه القطعة فكرة عامة عن حياة العرب الاجتماعية قبل الاسلام كما نجد فيها وصفا لبعض عاداتهم والصفات التي عرفوا بها .

*** **

أقام العرب في الجزيرة العربية وبعض المناطق في العراق وسوريا وكانوا قبل الاسلام قسمن : بدوا وحضرا .

كان البدو يعيشون في الصحاري متنقلين من مكان الى آخر طلبا للماء والعشب .
أما الحضار فكانوا يسكنون المدن كمكة والمدينة والبثراء وتدمر ويعملون في
الزراعة والصناعة البسيطة والتجارة . وقد سادت حياتهم الروح القبلية ،
فكانوا قبائل متعددة لكل منها رئيس يدعى " الشيخ " أو " الأمير " يخضع
جميع أفراد القبيلة لادارته ويؤفونها اذا شعروا أن فيها مايسيئ الى
حريتهم وحقوقهم . وقد عرف العرب بالكرم والشجاعة والأخذ بالثأر وأعمال
الفروسيه كركوب الخيل .

horsemanship;
horses

وكانت المرأة تساعد الرجل في أعماله ، فتحضر الماء ، وتحلب الماشية ،
وتقوم بأعمال بيتية أخرى ، وتشترك أحيانا في الحروب ، كما كانت تقوم
الشعر أحيانا كالشاعرة المشهورة الخنساء .

milk;
cattle

وكان العرب يحبون الشعر ويجتمعون كل عام لمدة شهر في سوق قريبة
من مكة تدعى سوق " عكاظ " يبيعون منتجاتهم الزراعية والصناعية ،
ويستمعون الى شعرائهم وهم يلقون القصائد الرائعة التي تصور أعمال البطولة
وتتناول موضوعات الوصف والمدح والهجاء وغيرها ومن أشهر هؤلاء الشعراء
إمروء القيس وزهير بن أبي سلمى وطرفة بن العبد ، وقد عرفوا بقصائدهم
الطويلة المشهورة باسم " المعلقات " . ولعل من أسباب تسمية عصر ما قبل

defamatory
poem

الاسلام بـ "عصر الجاهلية" أن العرب كانوا لا يؤمنون بالله بل كانوا
 وَثَنِيَّينَ يعبدون آلهة متعددة . وكان قسم منهم قد آمن باليهودية
 أو المسيحية .

pagans

تمرين ١ في كتاب التمارين

Double Substitution

ج - تمرين ٢ تبديل مزدوج

العرب - الكرم والشجاعة

The Arabs are known for generosity and courage. عُرِفَ العرب بالكرم والشجاعة

- | | |
|--------------------------------|--|
| ١ - حازم الطائي - الكرم | ٦ - النسي محمّد - الاخلاص في دعوته |
| ٢ - عنترة بن شداد - الشجاعة | ٧ - خالد بن الوليد - البطولة |
| ٣ - الإمام عليّ - الايمان | ٨ - البدو - التنقل في الصحراء |
| ٤ - الخليفة أبو بكر - حب الخير | ٩ - أفراد القبيلة العربية - الخضوع للشيخ |
| ٥ - زبيدة زوجة الرشيد - الجمال | ١٠ - عرب الجاهلية - عبادة الهة متعددة |

تمرين ٣ في كتاب التمارين

القسم الثاني : القواعد

A. The Indefinite Relative Pronouns.

أ - اسم الموصول العام

The relative pronouns مَنْ and مَا have no antecedents; in a sense, they contain their own antecedents singular or plural. مَنْ thus can be translated "whoever, he who, those who, anyone who" and مَا may be translated "what, that which, whatever, etc."

When a relative clause contains a verb whose object is the same as the antecedent, that object is a suffixed pronoun agreeing in gender and number with the antecedent:

الأشعار التي درسناها 'the poems that we studied'

اذكر ما قاله 'Mention what he said.'

When the relative pronoun is indefinite (ما or مَنْ), the pronoun direct object of a verb is often omitted, as in

اذكر ما قال 'Mention what he said.'

The non-human pronoun ما is equivalent to such expressions as الشيء الذي، 'the person who' the شخص الذي and مَنْ is equal to بعض الأشياء التي، 'the person who'. The pronoun ما itself, however, is always masculine singular, and مَنْ is generally masculine singular.

تمرين ٤: تبديل

Substitute ما or مَنْ for the underlined words making any necessary changes as follow

استعمل "ما" أو "مَنْ" بدلاً من الكلمات التي تحتها خط مع إحداث التغييرات اللازمة لسلامة التركيب، كما في المثل:

They felt there were some things in it that hurt their freedom. شعروا ان فيها بعض الأشياء التي تسيء الى حريتهم .

They felt there was in it what hurt their freedom. شعروا ان فيها ما يسيء الى حريتهم .

- ١- وجدت في صديقي بعض الصفات التي تساعده على النجاح .
- ٢- اضافوا الى اللحم بعض الأشياء التي جعلت منه اكلة لذيذة .
- ٣- لقد فكرت كثيرا في كل اهل الذين يجب ان ازورهم قبل السفر .
- ٤- ذهبت الام الى السوق لتشتري بعض الأشياء التي تحتاج اليها في البيت .
- ٥- كتب المراسل تقريرا عن بعض الأشياء التي جرت في الشرق الاوسط .
- ٦- اخبرني عن كل الناس الذين قابلهم خلال العطلة الصيفية الماضية .
- ٧- صف لي النساء اللواتي رأيتهن في القاهرة .
- ٨- اخبرني عن بعض الأشياء التي سمعتها عن الانتخابات القادمة .

تمرين ٥ في كتاب التمارين .

B. Stems. I

In Lesson I, as an introduction to the study of Arabic word structure, there was a review of the major points concerning stems, affixes, roots, and patterns. In this lesson there will be a more detailed discussion of the two main stem types: primary stems, which may be solid or composed of a root and a pattern, and second-

a. Primary stems.

A primary stem is one which contains no smaller stem, as opposed to a secondary stem, which is composed of a primary stem and a derivational affix. Examples of primary stems are:

min	as in	مِنْ	'from'	-9bud-	as in	يَعْبُدُونَ	'they worship'
?amr-	"	أَمْرٌ	'matter'	?aaman-	"	آمَنَّا	'we believed'

With respect to their internal structure, primary stems are of two types: solid stems, and root-and-pattern stems.

(1) Solid stems.

These are stems which are not analysed as consisting of a root and a pattern. There are far fewer solid stems than those of the other type, but among them are a great many common items of very high frequency. The major categories are described below.

(a) Particles. A large group of solid stems is to be found among the particles, almost all of which are of this type. Particles are uninflected words. They function syntactically as prepositions, as various kinds of negatives and interrogatives, as conjunctions, as adverbs, and in a variety of other ways. Here are some examples:

<u>Prepositions</u>	إِلَى 'to'	فِي 'in'
<u>Negatives</u>	لَمْ (with jussive) 'did not, has/ have not'	مَا 'not'
<u>Conjunctions</u>	أَوْ 'or'	وَ 'and'
<u>Adverbs</u>	هُنَا 'here'	

(b) Personal pronouns. Solid stems are also found in the independent forms of the personal pronouns.

	Singular	Dual	Plural
3 M	هُوَ		هُمْ
F	هِيَ	هُمَا	هُنَّ
2 M	أَنْتَ		أَنْتُمْ
F	أَنْتِ	أَنْتُمَا	أَنْتُنَّ
1	أَنَا		نَحْنُ

These forms show distinctions of person, gender, and number.

(c) Demonstratives. Solid stems are found in the various forms of demonstratives. Listed below are the most common of these: the near demonstrative هَذَا 'this' and the far demonstrative ذَلِكَ 'that'. The forms in parentheses are rarely used.

	Singular	Dual		Plural
		<u>Nom.</u>	<u>Gen./Acc.</u>	
M	هَذَا	هَذَانِ	هَذَيْنِ	هَؤُلَاءِ
F	هَذِهِ	هَاتَانِ	هَاتَيْنِ	
M	ذَلِكَ	(ذَانِكَ)	(ذَيْنِكَ)	أُولَئِكَ
F	تِلْكَ	(تَانِكَ)	(تَيْنِكَ)	

These forms show distinctions of gender (except in the plural), number, and (in the dual only) case.

(d) Relative pronouns. Solid stems are also found in the indefinite relative pronouns

مَنْ 'anyone who, one who, he who, whoever'

مَا 'anything which, one which, that which, what, whatever'

and in the definite relative pronoun الَّذِي 'who, which, that, the one who/which/that':

	Singular	Dual		Plural
		<u>Nom.</u>	<u>Gen./Acc.</u>	
M	الَّذِي	الَّذَانِ	الَّذَيْنِ	الَّذِينَ
F	الَّتِي	الَّتَانِ	الَّتَيْنِ	الَّلَوَاتِي

These forms show distinctions of gender, number, and (in the dual only) case.

(e) Interrogative pronouns. These are:

مَنْ	'who?'
مَا	'what?'
مَاذَا	'what?'

The first two are solid stems identical in form with the indefinite pronouns listed in (d) above; the third is a combination of two elements.

Note: when the preposition عَنْ 'about' or مِنْ 'from' is followed by the pronoun مَا or مَنْ (whether interrogative or relative), the combination is always written and pronounced as one word, the final -n of the preposition changing to m:

عَمَّا	'about what?, about that which'	مِمَّا	'from what?, from that which'
عَمَّنْ	'about whom?, about the one who'	مِمَّنْ	'from whom?, from the one who'

(f) The verb ليس. This verb, meaning 'am/is/are not' consists of a solid stem /lays-/, or (before a consonant suffix) /las-/, and a set of regular perfect-tense verb endings. Despite its meaning, it has no imperfect tense forms.

(g) Certain loanwords. Another group of solid stems is to be found among loanwords, that is, among the words--mostly nouns and adjectives--which have been borrowed from other languages. Examples:

raadiyoo	as in	رَادِيُو 'radio'	sikriteer	as in	سِكْرِتِيرُون 'male secretaries'
siinamaa	"	سِينَمَا 'movies'	"	"	سِكْرِتِيرَة 'female secretary'
šeeek	"	شِيكَات 'checks'	dimuqraat-	"	دِيمُقْرَاطِي 'democratic'

Since words of this sort are not considered to have roots, they are listed in dictionaries in alphabetical order, according to the letters appearing in the un-

vowelled Arabic word. Thus راديو , is to be found under د - ي - و and so on.

Not all loanwords have solid stems; some have been completely arabicized so as to fit into the root and pattern system. For these see (2) (e) below.

(h) Certain place names. Finally, solid stems are to be found among place names, especially but not exclusively those referring to places outside the Arab world. Examples:

نيويورك	'New York'	الإسكندرية	'Alexandria'
لندن	'London'	ليبيا	'Libya'

القسم الثالث : الاصغاء والفهم

١- الخنساء

استمع الى النص المسجل على الشريط وأجب عن الاسئلة* الخاصة به في تمرين ٦ و ٧ من كتاب التمارين. ادرس الكلمات التالية قبل الاستماع الى الشريط:

'honor'	شَرَفَ	'in the cause of God'	في سَبِيلِ الله
'eulogize, compose'	رَثَى ، رثاء	'kill'	قَتَلَ
'admire'	أَعْجَبَ	'the Persians'	الْفُرس

٢- منتخبات من مَعْلَقَةِ زُهَيْرِ بْنِ أَبِي سُلْمَى (للاصغاء فقط)

Zuhayr Ibn Abi Sulma, the pre-Islamic poet, is noted for his meditative poetry. Listen to this selection from his ode " مَعْلَقَة ", which is one of the Muḥallaqat. Here is a translation.

اقرأ الترجمة التالية لمنتخبات من هذه المعلقة، ثم استمع الى هذه
المنتخبات مسجلة على الشريط:

Aweary am I of life's toil and travail: he who like me
has seen pass of years fourscore, well may he be sick of life!
I know what To-day unfolds, what before it was Yesterday;
but blind do I stand before the knowledge To-morrow brings.
I have seen the Dooms trample men as a blind beast at random treads
--whom they smote, he died: whom they missed, he lived on to strength-
less eld.

Who gathers not friends by help in many case of need
is torn by the blind beast's teeth, or trodden beneath its foot.
And he who his honour shields by the doing of kindly deed
grows richer: who shuts not the mouth of reviling, its lights on him.
And he who is lord of wealth and is niggardly with his hoard
alone is he left by his kin: nought have they for him but blame.

Charles James Lyall. Translations of Aciént Arabian Poetry. Williams
and Norgate, London, 1885, p. 114.

القسم الرابع : المراجعة

حضر ما يلي للقراءة الجهرية والترجمة :

يحاول الكاتب توفيق الحكيم في قصته "أَسْعَدُ زَوْجَيْنِ" أن يتناول موضوع
الزواج الذي يتم بين الرجل والمرأة من غير أن يعرف أحدهما الآخر معرفة
كافية . فقد قرر الرجل أن يتزوج المذيعة ، قبل أن يفهمها فهمًا تامًا ،
وكان يعتقد أنها ستساعده بأكلاتها اللذيذة التي كانت تصفها في برنامج
المرأة في الراديو . ولكنه لم يجد السعادة التي كان يتمناها ... لأنها
لم تستطع أن تقوم بطبخ ما كانت تصفه في الراديو ...

القسم الخامس : المطالعة الموسّعة

مصادر الثقافة العربية قبل الاسلام

constant

كان للعرب حضارتهم قبل الاسلام ، وكانوا على اتصال دائم
بحضارات اخرى ، فتأثروا بها ، كما تركوا فيها آثارهم . ومن
أهم المصادر الثقافية التي أثرت في العرب ما يلي :

Byzantines;
Persians

Ghassanids;
Manatherites

أولا : الروم (البيزنطيون) والفرس . وقد تمّ الاتصال بهم
عن طريق الغساسنة في الشام والمناذرة في العراق .

والغساسنة قبائل عربية يمنية الاصل أسست في الشام

دولة عربية دامت عدة قرون قبل الاسلام ، وكان يحكمها ملوك

خاضعون للروم (البيزنطيين) . وكان من من أشهر ملوكهم

الحارث بن جبلة الذي غلب ملك الحيرة (٥٢٨) ، والنعمان

الذي أراد أن يستقل عن حكم البيزنطيين عام ٦١٤ . وكان

الغساسنة مسيحيين ثم أسلم أكثرهم عند ظهور الاسلام .

أما المناذرة - ويعرفون كذلك بـ "بني لخم" أو "الخميين"

- فقد كان لهم دولة عربية في العراق عاصمتها "الحيرة" ،

وكانوا خاضعين الى الفرس ، وقد كان بينهم وبين الغساسنة

خلافات وحروب . ومن ملوكهم عدد عرف بأسم "المُنذر" الاول

والثاني ٠٠٠ الخ . كان آخرهم المنذر الخامس (٦٢٨-٦٣٢) .

become famous

وكان المناذرة - كالغساسنة - مسيحيين ، واشتهر منهم عدد

court

من الشعراء كـ "عديّ بن زيد" الذي اشتغل كاتباً في ديوان ملك

الفرس .

ثانياً : التجارة التي جعلتهم على اتصال بعدد من الامم الاخرى

India;
Abyssinia

كالهند والحبشة . وقد أخذوا عن تلك الامم جوانب من حضاراتها .

ثالثاً : اليهودية والنصرانية (المسيحية) . وقد كانتا منتشرتين

في بعض أقسام الجزيرة العربية ، فكانت اليهودية منتشرة في

يُثْرِب (المدينة) وَخَيْبَر، وَالْيَمَن وَالطَّائِف. اما النصرانية
فكانت في نجران، والعراق (المناذرة)، والشام (الغساسنة).
وقد حملت هاتان الديانتان الى الجزيرة بعض الثقافة اليونانية
من الفلسفة والادب الى جانب علوم التَّوراة وما فيها من تاريخ
التَّكوين وحديث الجَنَّة والنَّار ويوم الحساب الخ. Genesis; Hell-fire
وعن طريق هذه المصادر جميعا دخلت اللغة العربية
ألفاظٌ جديدة كما تأثرت العقول بأفكار جديدة لم يكن يعرفها
العرب من قبل. ولعل هذه العوامل كلها مجتمعة ساعدت على
انتشار الاسلام بعد ظهوره بوقت قصير.

تمرين ٨ و ٩ في كتاب التمارين.

الدرس الثالث

القسم الأول : من مشكلات اللغة العربية

أ- الجمل التمهيدية :

- ١ - مُحَمَّدٌ : كيف وجدت اللغة العربية يا
William? "How do you find the Arabic language,
William?"
وَلَسَمَ ؟
- ٢ - وَلَسَمَ : العربية ليست صعبة كما يقولون
غير أنني لا أزال أواجه بعض
المشاكل .
(واجَهَ ، مُوَاجَهَةً)
- ٣ - م : من أي ناحية ؟
(نَاحِيَةٌ - نَوَاحٍ)
٤ - و : أعني بذلك ناحية الخط العربي
والأصوات التي لا توجد في لغتنا .
"In what respect?"
(عَنَى - ، عَنَى)
(خَطٌّ - خُطُوطٌ)
- ٥ - م : هل قرأت كثيراً من القصص والقصائد
والخطب ؟
(خُطْبَةٌ - خُطْبٌ)
٦ - و : لم نقرأ شيئاً كثيراً من الأدب
العربي سوى تمثيلية واحدة وبعض
القصص القصيرة جداً .
"Have you read a lot of stories, poems
or speeches?"
(قَصْرٌ ، قَصْرٌ : (قَصِيرٌ - قَصَارٌ)
- ٧ - م : ألم تقرأ شيئاً من الشعر الحديث ؟
٨ - و : قرأنا قصيدة لأحد شعراء العرب
كبيها وهو في المهجر .
(مَهْجَرٌ - مَهَاجِرٌ)
٩ - م : أنا أحب الشعر سواء كان حديثاً
"Haven't you read any modern poetry?"
"We have read one short poem by one of
the Arab poets, which he wrote while an
emigre in the Mahjar (place outside the
Arab world where Arab emigres are found)."
- "I like poetry whether modern or ancient."

أم قديما .

(سَوَاءٌ أَمْ)

١٠ - و : أريد أن أدرس الشعر القديم ، ولكن ذلك يتطلب منى معرفة لغوية واسعة . وقد رأيت بسبب هذا أن أوجل دراسة الشعر .

(تَطَلَّبَ ، تَطَلَّبُ)

(يَسَبِّحُ ، سَبَّحَ - أَشْبَابُ)

١١ - م : أوافقك على ذلك ، ولكن هناك بعض القصائد المترجمة التي تُيسر عليك فهم الشعر القديم .

(وافق ، موافقة)

(يسر ، تيسر)

١٢ - و : أنت على حق ، غير أن عملية الترجمة هذه ليست أفضل طريقة لفهم الشعر .

(عملية - عمليات)

(أفضل - أفاضل)

١٣ - م : أنا أدرك ذلك . ولكن هذا اقتراح يمكن أن تعمل به الآن .

(أدرك ، إدراك)

(اقترح ، اقترح ؛ اقترحات)

(أمكن ، إمكن)

١٤ - و : ألا تزالون تستمعون للشعراء فى مناسبات خاصة ؟

(مناسبة - مناسبات)

١٥ - م : نعم ، ويجتمع أحيانا الشعراء من مختلف البلاد العربية لالقاء قصائدهم التي تعبر فى كثير من الأحيان عن

"I want to study ancient poetry, but that requires of me extensive linguistic knowledge."...So, because of this I saw that I should postpone the study of poetry."

"I agree with you on that; but there are some translated poems that make it easy for you to understand ancient poetry."

"You are right; however this process is not the best to understand poetry."

"I realize that; but this is a suggestion that you can act on now."

"Do you still listen to poets on special occasions?"

"Yes, and sometimes poets from different Arab countries get together to recite their poems, which express in many cases their national feeling."

شعورهم الوطني .
(عَسَّرَ عَنْ ، تَعَبَّرَ ، تَعَبَّرَاتٌ)

١٦ - و : هل تخصص جوائز لهم في هذه المناسبات ؟
"Are prizes designed for them on these occasions?"

(خَصَّصَ ، تَخَصَّصَ)
(جَائِزَةٌ - جَوَائِزُ)

١٧ - م : لا ، ولكن بعض الدول العربية تقدم جائزة سنوية لأفضل عمل شعري .
"No, but some Arab countries present an annual prize for the best work of poetry."

١٨ - و : أنا مسرور لسماع ذلك . فهذا يدل على أن للشعر أهمية كبرى عندكم .
"I am pleased to hear that. This indicates that poetry has tremendous importance in your countries."
(دَلَّ عَلَى ، دَلَالَةٌ)

١٩ - م : نعم ، وقد بدأت الجمهورية العربية المتحدة بمشروع جديد لترجمة بعض الاعمال الشعرية الى اللغات الأجنبية .
"Yes. The United Arab Republic has begun a new project to translate some works of poetry into foreign languages."
(مَشْرُوعٌ - مَشْرُوعَاتٌ / مَشَارِيعُ)

ب - النص الأساسي

المقدمة :

لكل لغة مشكلاتها الخاصة . وسنقرأ في هذا الدرس عن مشكلتين من أهم مشكلات اللغة العربية .

*** **

تواجه اللغة العربية عددا من المشاكل الأساسية نذكر منها :

أولا : وجود لغتين مختلفتين عامية وفصحى .

ثانيا : الخط العربي الخالي من الحُرُوفِ التي تمثل الحركات القصيرة .
letters;
vowels

نعني باللغة العربية الفصحى اللغة التي تستعمل في الكتابة عامة ،

وفي الكلام في مناسبات خاصة كاللقاء المحاضرات والخطب وازاعة الأخبار ،

likewise

وهى كَذَلِكَ لغة القرآن الكريم ، والأدب والعلم والثقافة . وتكاد تكون واحدة أينما تستعمل كتابة ، سواء كان ذلك فى العراق أم مِصر أم المَغْرِب أو فى المهجر حيث يوجد العرب .

inflection

أما العامية فهى اللغة التى يتكلمها العرب عادة وبصورة طبيعية فى حياتهم اليومية . وهى تختلف عن الفصحى فى قواعدها وبعض مفرداتها وأصواتها . ولعل أهم فرق بينهما هو أن العامية لا تستعمل حركات الأعراب التى نجدها فى الفصحى . والعامية من ناحية أخرى ليست واحدة بل لهجات متعددة تختلف من بلد عربى الى آخر ، ولئن كانت تشترك فى كثير من مفرداتها ، وأصواتها ، وقواعدها .

ومما يجب ذكره أن الاختلاف بين لفتي" الكلام والكتابة موجود فى كثير من لغات العالم ، ولكن هذا الاختلاف كبير فى العربية وسببه يجسد العربى بعض الصعوبات فى التعبير عن نفسه فى اللغة الفصحى ، خاصة عندما يحاول استعمالها فى الكلام .

ومشكلة الخط العربى الأساسية هى أنه خال من الحروف التى تشمل الحركات القصيرة كالفتحة والضمة والكسرة . فتظهر الكلمة عادة بدونها ، وهذا يجعل عملية القراءة أمرا صعبا يتطلب من القارئ أن يعرف ما يجب استعماله من الحركات . فإذا أخذنا مثلا كلمة " كتب " ، فأنها من الممكن أن تقرأ " كُتِبَ " أو " كَتَبَ " أو " كُتِبَ " أو " كَتَبَ " ولكل من هذه الكلمات معنى خاص .

academies

وقد أدركت مَجَامِعُ اللغة العربية فى القاهرة ودمشق وبغداد أهمية هذه المشكلة من ناحيتها التربوية والفكرية والاقتصادية . فخصص بعضها جوائز لمن يقدم أفضل اقتراح لتيسر الكتابة العربية . وقد قدم عدد كبير من الاقتراحات من بينها اقتراح باستعمال الحروف اللاتينية ، وآخر بوضع عَلَامَاتٍ تتصل بالحرف لتدل على الحركات . كما اقترح استعمال *صورة واحدة لكل حرف سواء كان فى أول الكلمة أو وسطها أو آخرها . وقد وافق مجمع اللغة العربية فى القاهرة ، أخيرا ، على مشروع يمكن أن يجعل

signs

recently

القراءة أسهل مما هي عليه الآن ، وذلك باستعمال صور أقل للحرف الواحد
instances واستعمال الحركات فى معظم الحالات خاصة فى آخر الكلمة . وأرسل
المشروع الى وزارة التربية للعمل* به فى الكتب المدرسية .

ج - التمارين :

تمرين ١ : أسئلة وأجوبة

أجب على الأسئلة التالية :

- ١ - فى أية مناسبات تستعمل اللغة الفصحى ؟
- ٢ - متى تستعمل اللغة العامية ؟
- ٣ - كيف تختلف اللغة العربية العامية عن الفصحى ؟
- ٤ - بأية لغة كتب القرآن ؟
- ٥ - هل العامية واحدة فى جميع البلدان العربية ؟
- ٦ - متى يجد العرب صعوبة فى التعبير عن نفسه ؟
- ٧ - ما هى أهم المشكلات التى تواجه اللغة العربية ؟
- ٨ - ما هى الحركات القصيرة فى اللغة العربية ؟
- ٩ - أية مشكلات أساسية يواجهها الخط العربى ؟
- ١٠ - أين توجد مجامع اللغة العربية ؟
- ١١ - ماذا فعلت مجامع اللغة العربية لحل مشكلة الخط العربى ؟
- ١٢ - ما هى أهم الاقتراحات التى قدمت لحل مشكلة الخط العربى ؟
- ١٣ - ما هدف المشروع الذى وافق عليه مجمع اللغة العربية فى القاهرة ؟
- ١٤ - كيف يجعل هذا المشروع الكتابة العربية أسهل مما هي عليه الآن ؟
- ١٥ - أين أرسل المشروع ولماذا ؟

تمرين ٢ : تحويل

The Arabic expression corresponding to 'bigger than she is now' is

أكبر : is used for past time : أكبر مِمَّا هي عليه الآن .

'bigger than she was before'. The basic structure of the Arabic construction is مِمَّا _____ عليه .

Transform using the "relative and مِمَّا" as in the following example

حول مستعملا " أفعل التفضيل ومما " كما

في المثل التالي :

Reading is easy. He made →

القراءة سهلة . جعل ←

He made reading easier than it was before.

جعل القراءة أسهل مما كانت عليه من قبل .

- | | | | |
|---------------------|-----|------------------------|-----|
| ١ - المشكلة صعبة . | جعل | ٦ - رئيس القبيلة غني . | صار |
| ٢ - الأكلة لذيذة . | وجد | ٧ - المستشرق مشهور . | صار |
| ٣ - القصة رائعة . | صار | ٨ - المصنع كبير . | جعل |
| ٤ - البناء قوي . | جعل | ٩ - الكاتب عظيم . | صار |
| ٥ - المنطقة واسعة . | جعل | ١٠ - شعر سعاد جميل . | جعل |

تمرين ٣ : في كتاب التمارين .

القسم الثاني : القواعد

أ - الإضافة :

A. Idafa.

When either member of an idafa construction is modified by an adjective, the adjective must follow the entire idafa construction, e.g. لغة العرب القديمة ' the ancient language of the Arabs'. When each member of the idafa is modified

by an adjective, both adjectives must follow the idafa construction, e.g.

مشكلة الخط العربي الاساسية 'the basic problem of the Arabic script'.

In such a case the first adjective modifies the noun closest to it (so that they together as a unit constitute the second member of the idafa) and the second adjective modifies the first member of the idafa. Another illustration:

في مناطق الدولة الاسلامية الاخرى 'in the other regions of the Islamic State'

Generally, however, the tendency in MSA is to break up such constructions into two noun-adjective phrases joined by و e.g.

المشكلة الاساسية للخط العربي 'the basic problem of Arabic script'

المناطق الاخرى للدولة الاسلامية 'the other regions of the Islamic State'

السكرتير العام للأمم المتحدة 'the Secretary-General of the United Nations'

تمرين ٤ في كتاب التمارين.

B.

بد الماضي مع مَهْمَا، وَسَوَاءُ كَانَ

A feature characteristic of the conditional sentence is the regular occurrence of the perfect tense form of the verb after the conditional particle, regardless of the time involved in the given proposition, e.g. 'وَأِنْ كَانَ قَصِيرًا' 'even if he is short'. This characteristic use of the perfect tense occurs also in two other constructions:

(1) with مَهْمَا 'whatever, whatsoever, no matter how much, however much', e.g.

مَهْمَا كَانَتْ صَعْبَةً عَلَيَّ 'no matter how hard it is for me'

As is the case with إِنْ 'if', the jussive may be used in lieu of the perfect tense, but again with present meaning, e.g.

مَهْمَا يَكُن مِنَ الْأَمْرِ 'whatever the case may be'

If the مَهْمَا clause precedes its result clause, the latter must be introduced by ف , e.g.

مَهْمَا يَحَاوِلُ اقْنَاعِي فَأَنْتَبِي لَنْ أَذْهَبَ مَعَهُ 'no matter how much he tries to convince me I'll never go with him.'

(2) with — am — كان سواء 'whether — or —, be it — or —. Here the verb كان is required; it is always in the perfect tense, and it agrees with the antecedent; the predicates are in the accusative. Illustrations:

- احب الشعر سواء كان حديثا ام قديما • 'I like poetry, be it new or old.'
 اللغة الفُصْحى واحدة سواء كانت في العراق ام المغرب او المَهْجَر • 'Literary Arabic is the same whether in Iraq or Morocco or wherever Arabs are found.'

تمرين ٥: ملء الفراغ

املا الفراغ بعبارة "سواء كان ... أم ... كما في المثلين السابقين:

- ١- سكن العرب في الجزيرة العربية — — — بدوا — حضرا •
- ٢- احب اكلاتك اللذيذة — — — مقلية — غير مقلية •
- ٣- احسان عبد القدوس معروف بكتابة القصص — — — طويلة — قصيرة •
- ٤- تختلف كُنْدًا عن امريكا — — — ذلك من ناحية سياستها الخارجية — الاقتصادية •
- ٥- ادركت مجامع اللغة العربية اهمية مشكلة الخط العربي — — — ذلك من الناحية التربوية — الاقتصادية •
- ٦- تقدم الاقتصاد العربي الحديث — — — ذلك في الزراعة — الصناعة •
- ٧- استمع دائما الى برنامج المرأة — — — في الراديو — التلفزيون •
- ٨- تستطيع المرأة العمل — — — في البيت — المكتب •
- ٩- المنتجات المصرية جيدة — — — زراعية — صناعية •
- ١٠- هذا السوق مفتوح دائما — — — ذلك في الصباح — المساء •

C. Sentence Analysis

ج - تحليل الجملة

In the following sentence

- مما يجب ذكره ان هذا الاختلاف موجود في كثير من لغات العالم • 'One of those things that must be mentioned is the fact that this difference is found in many languages of the world.'

the subject of the sentence is the **ان** clause, while **مما يجب ذكره** is the predicate. The meaning of **من** in this context is 'among, some of, one of' and that of **ما** is 'that which, those things which', **ما يجب ذكره** is a relative clause, in which **ذكره** is the subject of **يجب**.

The structure of the sentence above is typical of a large number of sentences which begin with a predicate consisting of **من الـ** plus a participle, adjective or noun and ending with an **ان**-clause as subject. These sentences correspond to English sentences beginning with It is... and ending with a that- clause as subject; illustrations:

من الممكن أن تُخيب أمله .	'It is possible that his hopes will be frustrated.'
ليس من الصعب عليها أن تملك قلبه .	'It is not hard for her to own his heart!'
من المفهوم أنها ستُخصّص جوائز لأفضل القصائد .	'It is understood that it will allocate prizes for the best poems!'
كان من عادات البدو انهم يمدحون البطولة .	'It was one of the customs of the Bedouins to praise heroism.'

تمرين ٦: تحويل

حوّل مستعملا "مما يجب ذكره أن ..."، كما في المثل التالي:

اقترحوا ان تستعمل الحروف اللاتينية . ←	They suggested that Latin letters be used. →
مما يجب ذكره انهم اقترحوا استعمال الحروف اللاتينية .	It is worth mentioning that they suggested that Latin letters be used.

- ١- عُيِّنَ كريم موظفا في الشركة .
- ٢- تدرّس اللغة العربية في بعض الجامعات الامريكية .
- ٣- تباع المنتوجات المصرية في الاسواق العالمية .
- ٤- تبحث المنظمة مشكلة الشرق الاوسط .
- ٥- تبنى بيوت حديثة في المنطقة .
- ٦- اضيفت كلية جديدة الى الجامعة .
- ٧- يدعى المراسلون الاجانب الى الاجتماع .

٨- تقدم مساعدات اقتصادية الى هذا البلد الافريقي.

٩- سيقام احتفال اكراما للرئيس الجديد.

تمرين ٧: تبديل

قد followed by an indicative verb has the meaning of 'will perhaps, might'.

استعمل "من الممكن أن" بدلا من "قد" في الجمل التالية:

١- قد تطبخ الزوجة اكلة عربية في وقت قصير.

٢- قد يحصل الطالب على الشهادة بأقل من اربع سنوات.

٣- سيزور الرئيس اللبناني بغداد وقد يبقى فيها ثلاثة ايام.

٤- ستقيم سَميرة حفلة لطلاب صفها وقد تطبخ لهم اكلة عربية لذيذة.

٥- قد يعرف الرجل سر المرأة اذا درس كثيرا عن النساء.

٦- قد يصبح استاذ العلوم السياسية في الجامعة سفيرا لبلاده في الامم المتحدة

٧- قد تزداد المشاكل الاقتصادية التي تواجهها الامم المتحدة.

٨- قد يظهر الشيطان في صورة ملاك.

٩- قدم رئيس المجمع اللغوي اقتراحا الى الاعضاء وقد يوافقون عليه في الاجتماع القادم.

D. General Drills.

د - تمارين عامة:

تمرين ٨: تحويل

An indefinite accusative noun may be used with the meaning 'with respect to', and is equivalent in meaning to such prepositional phrases as ، من ناحية ، في ، or ب. This use of the accusative is called tamyiiz or 'accusative of specification'.

حوّل الكلمات التي تحتها خط الى تمييز:

She is beautiful in face and hair.

انها جميلة في الوجه والشعر: ←

She is beautiful: face and hair.

انها جميلة وجهها وشعرها.

١- كان العرب في العصر الجاهلي معروفين بالكرم والشجاعة.

٢- انتشرت شهرة جبران خليل جبران في الشرق والغرب.

- ٣- انه مخلص فيما يقول ويعمل .
 ٤- اصبح الرجل مشهورا بعلمه وماله .
 ٥- يعرف اللغة العربية معرفة جيدة من ناحية القراءة والكتابة .
 ٦- تعتبر مؤلفات طه حسين جيدة من ناحية اللغة والاسلوب .
 ٧- ان الشعر الجاهلي جيد في الشكل والمعنى .

تمرين ٩ في كتاب التمارين .

هـ - أَصْلُ الْكَلِمَةِ (تَتِمَّةٌ) : E. Stems. (continued) *acabamiento, continuación y fin (de un artículo)*

✓(2) Root-and-pattern stems

Far more numerous than solid stems are root-and-pattern stems (i.e. stems composed of a root and a pattern). These include the stems of almost all verbs, most native nouns, adjectives, and numerals, and a number of arabicized loanwords. The major categories are described below.

(a) Stems with trilateral roots. Stems containing roots composed of three radicals (trilateral roots) are the largest category of all. They, together with the much smaller category of stems with quadrilateral roots, make up the great bulk of Arabic vocabulary, and form the core of the root and pattern system. Here are some examples from various word classes.

	<u>Word</u>	<u>Stem</u>	<u>Root</u>	<u>Pattern</u>
<u>Verbs</u>	مَدَحَ 'he praised'	madaḥ-	<u>M</u> <u>D</u> <u>H</u>	FaMaL
	صَوَّرْتُمْ 'you depicted'	ṣawwar-	<u>S</u> <u>W</u> <u>R</u>	FaMMaL
<u>Nouns</u>	بَيْضٌ 'eggs'	bayḍ-	<u>B</u> <u>Y</u> <u>D</u>	FaML
	قَبِيلَةٌ 'tribe'	qabiilat-	<u>Q</u> <u>B</u> <u>L</u>	FaMiLa
<u>Adjectives</u>				
	بَسِيطٌ 'simple'	basiit-	<u>B</u> <u>S</u> <u>T</u>	FaMiL
	مُتَعَدِّدَةٌ 'numerous'	mutaʿaddid-	<u>ʿ</u> <u>D</u> <u>D</u>	mutaFaMMiL

Numerals

ثَلَاث 'three'	θalaaθ-	θ 1 θ	FaMaal
خَمْسَة 'five'	xamsat-	X M S	FaMLa

Noun-prepositions. (These are words with the form of nouns in the accusative case without nunation, which function as prepositions.)

بَعْد 'after'	ba9d-	B 9 D	FaML
أَمَام 'in front of'	?amaam-	? M M	FaMaal

(b) Stems with quadriliteral roots. Stems containing roots composed of four consonants are less common than the triliteral type, but are found in some important words. Two examples may be cited:

تَرْجَم 'he translated'	tarjam-	T R J M	FaSTaL
جُمْهُورِيَّة 'republic'	jumhuur-	J M H R	FuSTuuL

(c) Stems with biliteral roots. There is in Arabic a relatively small group of words whose stems contain only two radicals. Some of these are extremely common, for example يَد 'hand', which has the stem /yad-/, and اِسْم 'name', which has the stem /-sm-/ (the initial alif in اِسْم represents an elidable hamza, not one of the radicals). It is a little difficult to analyze these biliteral stems according to the root and pattern system, as their patterns are not found elsewhere; indeed a stem like /-sm-/ might be said to have no pattern at all. However, most of the words involved here have related forms (for example a plural, or a nisba adjective, or a related verb) in which a third consonant appears, functioning as a radical; and the stems of these words then fit neatly into the root and pattern system. For example, the nisba of يَد 'hand' is يَدَوِي 'manual', stem /yadaw-/,; this stem consists of a root Y D W and the pattern FaMaL (also found in the stem of قَبَلِي 'tribal' and many others). Similarly, the verb سَمَّيْتُ (closely related to اِسْم 'name') has a stem /sammay-/, which consists of a root S M Y and the common Form II perfect stem pattern FaMMaL. Thus biliteral roots become triliteral in certain cases where they must be expanded to

fill the slots of particular patterns. Shown below is a list of familiar biliteral stems, with some examples of related trilateral stems. Note that the added radical is w or y in most cases.

	<u>Biliteral</u>		<u>Trilateral</u>
ابْن 'son'	- bn-	أَبْنَاء 'sons'	?abnaa?-
(ابْنَةُ 'daughter'	- bnat -)		
(بِنْت 'daughter, girl'	bint -)		
إِثْنَان 'two'	- θn -	الثَّانِي 'the second'	θaaniy-
إِسْم 'name'	-sm-	أَسْمَاء 'names'	?asmaa-
أَب 'father'	?ab-	أَبَوَان 'parents'	?abaw-
أَخ 'brother'	?ax-	أَخَوِي 'brotherly'	?axaw-
(أُخْتُ 'sister'	?uxt-)	أَخَوَات 'sisters'	?axaw-
يَد 'hand'	yad-	يَدَوِي 'manual'	yadaw-
سَنَة 'year'	sanat-	سَنَوَات 'years'	sanaw-
مِئَة 'hundred'	mi?at-	مِئَوِي 'centi-'	mi?aw-

The two stems for 'daughter' and the one for 'sister', shown in parentheses above, are secondary stems based on ابْن 'son' and أَخ 'brother' respectively. The plurals for 'sons' and 'names' have the pattern ?aFMaaL; the final /ʔ/ represents a radical Y or W, which always becomes /ʔ/ in this pattern.

(d) Stems with roots of more than four radicals. Only a few of these occur with any frequency. In the singular they have various patterns, not found outside this group. In the plural, however, of those which have broken plurals, they have stems in which one or more radicals are dropped, leaving only four. These stems thus become quadriliterals, with the patterns typical of that group.

	<u>Multiliteral</u>		<u>Quadriliteral</u>
عَنْدَلِيب 'nightingale'	9andaliib-	عَنْادِل 'nightingales'	9anaadil-
بَرْنَامَج 'program'	barnaamaj-	بَرَامِج 'programs'	baraamij-

Thus it can be seen that, whereas biliteral stems are in certain cases expanded to

fit the triliteral root and pattern system, multiliteral stems are in certain cases reduced to fit the quadriliteral system.

(e) Loanwords. In a discussion of root-and-pattern stems, the subject of words borrowed from other languages deserves special comment. First, some loanwords clearly do not fit into the root-and-pattern system and must be considered to have solid stems, for example سَكْرَتِير 'secretary'; these were discussed in (1) (g) above. Second, certain other loanwords happen to have shapes very much like native Arabic words and thus can immediately find their place in the root-and-pattern system, becoming completely arabicized. An example is the borrowed word

مِتر 'meter', which happened to have the same pattern (FiML) as a number of native words such as قِسْم 'part'. The latter word, and others like it, has a broken plural of the pattern aFMaaL (أَقْسَام 'parts'), and so مِتر, by analogy with these, also came to have a broken plural of that pattern (أَمْتَار 'meters'). Thus we can say that the stem of مِتر consists of the root M T R and the pattern FiML, and the stem of أَمْتَار consists of the same root and the pattern aFMaaL; and since the same root occurs with at least two different patterns, the stems involved are clearly of the type which can be analyzed into root and pattern. Here are two other examples, the first with the same patterns as above, and the second with the same patterns as in قَلْب, plural قُلُوب:

	<u>Stem</u>	<u>Root</u>	<u>Pattern</u>
فِلم 'film'	film-	<u>F</u> <u>L</u> <u>M</u>	FiML
أَفلام 'films'	aflaam-	<u>F</u> <u>L</u> <u>M</u>	?aFLaaM
بَنْك 'bank'	bank-	<u>B</u> <u>N</u> <u>K</u>	FaML
بُنوك 'banks'	bunuuk-	<u>B</u> <u>N</u> <u>K</u>	FuMuuL

Third, there are loanwords like تَلِفُون 'telephone'. This word does not have a typical Arabic pattern, nor does it have a broken plural form; thus it might seem to qualify as a solid stem. However, after the introduction of the noun تَلِفُون into Arabic, a verb تَلَفَّن 'to telephone' came into use--a verb made

up of the four consonants t-l-f-n of تليفون and the familiar quadriliteral verb pattern FaSTaL (as found, for example in تَرَجَمَ 'to translate'). The stem of the verb تلفن , therefore, is clearly composed of a root T L F N and the pattern FaSTaL. (Indeed, although loan words of various shapes can be used as nouns and adjectives in Arabic, no loanword can be used as an Arabic verb unless it fits, or is adapted to fit, either a trilateral or a quadriliteral verbal pattern.) The existence of the verb تلفن thus also puts the noun تليفون with the root-and-pattern system, even with its unusual pattern. Similar are the cases of تلفزيون 'television' with a verb تَلْفِزُ , and امريكا 'America' with a verb تَأَمَّرُ 'to become americanized', and a number of others.

b. Secondary stems.

A secondary stem consists of a primary stem and a derivational suffix. The number of derivational suffixes is small; two of the most common are the nisba suffix -ي (-iyyi-), used to form adjectives from other words, and the feminine suffix -ة (-at/), used among other things to form nouns referring to females from those referring to males. Not all primary stems take derivational affixes, but those which may do so include both solid and root-and-pattern stems, both native and borrowed. Examples:

šarq-	شَرْق	'east'	šarqiyy-	شَرْقِيّ	'eastern'
diimuqraat			diimuqraaṭiyy	دِيمُقْرَاطِيّ	'democratic'
sikriteer-	سِكْرِتِير	'secretary'	sikriteera-	سِكْرِتِيرَة	'female secretary'
-bn-	ابْن	'son'	-bnat-	ابْنَة	'daughter'

Some primary stems, like diimuqraat-, do not occur without a derivational suffix. Some primary stems undergo various kinds of changes when a derivational suffix is added. These stem changes and all the derivational suffixes will be described in the next two lessons.

القسم الثالث: الاصغاء والفهم

نظم الحكم في البلاد العربية

استمع الى النص المسجل على الشريط وأجب على الاسئلة الخاصة به في تمرين ١٠ من كتاب التمارين . ادرس الكلمات الجديدة التالية قبل الاستماع الى الشريط:

'union'	إِتِّحَاد	'groups'	مَجْمُوعَات
'inhabitants'	سُكَّان	'interests'	مَصَالِح

القسم الرابع: مراجعة

حضّر ما يلي للاملاء والقراءة الجهرية والترجمة :

كان العرب قبل الاسلام يحبون الشعر ويجتمعون كل عام لمدة شهر في سوق قريبة من مكة تدعى سوق عكاظ، يبيعون منتوجاتهم الزراعية والصناعية . حتى اذا انتهى البيع والشراء ، اجتمعوا حول شعرائهم وهم يلقون أفضل قصائدهم حول اعمال البطولة ، وفي المدح ، والوصف ، وغير ذلك من الموضوعات . تمرين ١١ : في كتاب التمارين .

القسم الخامس : المطالعة الموسّعة

arabization;
Algeria

التَّعْرِيبُ فِي الْجَزَائِر

جاء في بيان لحكومة الجزائر ان عدد الطلاب من البنين والبنات خلال العام الدراسي ١٩٦٦-١٩٦٧ في جميع مراحل التعليم الابتدائي والثانوي والفني والعالي بلغ مليوناً و٩٤٤ ألفاً و ٨٢٨ ، بينما لم يزد عددهم على ٨٣١ ألفاً و ٥٥٩ طالباً وطالبة في العام الدراسي ١٩٦٢ ، وهو العام الذي نالت فيه الجزائر استقلالها . ويعني هذا ان عدد المتعلمين قد تضاعف مرتين في مدة اربع سنوات .

doubled

ولكن المشكلة التي يواجهها التعليم في الجزائر ليست

مشكلة عدد، انما هي اكبر واهم من ذلك بكثير... فهي قضية

تعريب الجزائر... وكثيرا ما حارب الفرنسيون اللغة العربية

في هذه الارض التي كانوا يعتبرونها جزءاً من فرنسا، مستعنيين

propaganda

في ذلك بكل طرق الدعاية التي كانت تصوّر للشعب الجزائري

ان اللغة العربية غير صالحة لمتطلبات العصر الحديث علما

وفكرا... وعندما كان الفرنسيون يشعرون بالخيبة في دعايتهم

law

كانوا يحاولون منع تدريس العربية بقوة القانون.

وكان الجزائري منذ صغره يستعمل الكلمات الفرنسية

التي تعلمتها أمه، فاذا دخل المدرسة اكملوا له تعليمه

بلغتهم الاجنبية، فيكبر وهو يجهل لغة أهله وبلده... حتى لقد

riddles

بدت الكتابة بالعربية الغازاً في عيون هذا الشعب العربي

imperialism

الذي اكرهه الاستعمار على تعلم اللغة الفرنسية مدة تزيد

على ١٣٢ عاماً.

وكان لابد من العودة الى اللغة الأم بعد الاستقلال...

ومنذ ان استقلت الجزائر ووزارة التربية تعمل على تقريب

المناهج العلمية في المدارس في جميع مراحل التعليم... ولقد

حققت في ذلك بعض التقدم.

realized

غير ان تعريب المناهج الدراسية لا يكفي... ولكن لا بد

من نشر اللغة العربية بين أهل المدن والقرى... لا بد من

eradication of
illiteracy

اقامة مراكز لمحو الأمية في جميع انحاء البلاد، يدخلها كل

من يجهل لغة بلاده القومية... وأخيرا لابد من أن تفتح الابواب

للكتاب العربي والمجلة العربية... لابد من تيسير هذه

المطبوعات لكل مواطن... وبذلك يتحقق التعريب في الجزائر.

مجلة "العربي" العدد ١٢٠، تشرين الثاني ١٩٦٨

تمرين ١٢ في كتاب التمارين.

الدرس الرابع
القسم الأول : ظهور الإسلام وانتشاره

أ - الجمال التمهيدية

- ١ - وُلِدَ النَّبِيُّ مُحَمَّدٌ فِي مَكَّةَ عَامَ ٥٧١
وبدأ دعوته إلى الإسلام في بدء القرن السابع
(نَبِيٌّ - أَنْبِيَاءُ)
(دَعْوَةٌ - دَعَوَاتٌ)
The Prophet Mohammad was born in Mecca in the year 571 and began his call to Islam in the beginning of the seventh century.
- ٢ - وكان معروفاً بأخلاقه العالية .
(خُلُقٌ - أَخْلَاقٌ)
He was known for his high moral character.
- ٣ - وقعت حروب كثيرة بين النبي وأعدائه
في أول الأمر .
(وَقَعَ - وَقُوعٌ)
(عَدُوٌّ - أَعْدَاءٌ)
Many battles (wars) took place in the beginning between the prophet and his enemies.
- ٤ - لم تقتصر الدعوة الإسلامية على الدين فقط ، بل شملت أموراً اجتماعية أيضاً .
(اِقْتَصَرَ عَلَى ، اِقْتِصَارٌ)
(اِجْتِمَاعِيٌّ)
The call to Islam was not limited to religion only, but included social matters as well.
- ٥ - قام الإسلام على الإيمان بالله ومبادئ مهمّة أخرى .
(قَامَ عَلَى - ، قِيَامٌ)
(مَبْدَأٌ - مَبَادِيٌّ)
Islam was founded on belief in God and on other important principles.
- ٦ - وقد ساعد الإسلام على تنظيم حياة العرب .
(نَظَّمَ ، تَنْظِيمٌ)
Islam helped to bring order to the life of the Arabs.
- ٧ - ونشر روح التعاون والساواة .
(نَشَرَ - ، نَشْرٌ)
(رُوحٌ - أَرْوَاحٌ)
It spread the spirit of cooperation and equality.

(ساوى ، مساواة)

٨ - وقضى على عادات سيئة .

and put an end to bad customs

(قَضَى - عَلَى ، قَضَاءٌ)

(ساءَ - سَوَّاهُ) : (سَيِّئٌ - سَيِّئُونَ)

٩ - وحرم الخمر على المسلمين .

and forbade wine to Muslims.

(حَرَّمَ عَلَى ، تَحْرِيمٌ)

(خَمْرٌ - خُمُورٌ)

١٠ - بدأ الاسلام في مكة ، ثم انتشر في مناطق

Islam began in Mecca, then spread to other areas of the Arabian peninsula, to the east and to the west, to the north and to the south.

أخرى من الجزيرة العربية ، شرقا وغربا ،

شمالا وجنوبا .

(شَمَالٌ)

(جَنُوبٌ)

١١ - ثم امتد خارج الجزيرة .

Then it expanded outside the peninsula.

(اِمْتَدَّ ، اِمْتِدَادٌ)

(خَارِجٌ)

١٢ - وكان لهذا التوسع نتائج هامة فـ

This expansion had important results in the history of Arabs and Muslims.

تاريخ العرب والمسلمين .

(تَوَسَّعَ ، تَوْسُّعٌ)

(نَتِيجَةٌ - نَتَائِجٌ)

١٣ - بعث الاسلام في العرب شعورا جديدا كان

Islam aroused in the Arabs a new feeling which was the cause of their unification.

السبب في توحيدهم .

(بَعَثَ - ، بَعَثٌ)

١٤ - وأصبحت العربية بفضل القرآن لغة

Arabic became, thanks to the Koran, the language of literature and science.

الأدب والعلم .

(بِفَضْلِ)

١٥ - وقامت حضارة اسلامية كبرى شارك فـ

There arose a great Islamic civilization in the building of which Arab and non-Arab Muslims participated.

بنائها العرب وغير العرب من المسلمين

١٦ - وهكذا انتشر الاسلام في كثير من بلدان

Thus, Islam spread quickly in many

العالم . ويبلغ عدد المسلمين اليوم أكثر

من ٦٥٠.٠٠٠.٠٠٠ .

(هُكِّذَا)

(بَلَّغَ - بُلُوغٌ)

١٧ - سنقرأ الآن قطعة بعنوان : ظهور الاسلام

وانتشاره .

(قِطْعَةٌ - قِطْعٌ)

countries of the world, and today the number of Muslims has reached more than 650,000,000.

We will now read a selection entitled "The Rise and Spread of Islam".

ب - النص الأساسي

مقدمة

الاسلام دين عالمي معروف يشمل العرب وغير العرب. ولكن له مكانة خاصة في تاريخ العرب وحياتهم الاجتماعية والسياسية كما سيظهر لك ذلك في *القطعة التالية :

*** **

declared

كانت الدعوة الاسلامية من أهم الأحداث التي عرفها تاريخ العرب .
فقد أَعْلَنَ النبي محمد دعوته في بدء القرن السابع ، واستطاع بعد حروب وقعت بينه وبين أعدائه أن ينشر الدين الجديد في الجزيرة العربية وأن يضع الأساس لانتشاره خارج الجزيرة في مناطق كانت تحت حكم الفرس والروم . ولم يقتصر تأثير الاسلام على *النواحي الدينية وحدها بل شمل النواحي الاجتماعية والاخلاقية والسياسية والأدبية .

Persians;
Byzantines

paganism

فمن الناحية الدينية قضى الاسلام على الوثنية التي كانت سائدة في الجزيرة ، وعلم العرب مبادئ دينية جديدة كانت السبب في تقدمهم وتنظيم حياتهم وبناء حضارتهم . وبعث شعورا جديدا يقوم على ايمان بمبادئ الحق والحرية والمساواة .

symbol

ومن الناحية الاجتماعية والاخلاقية أصبح الاسلام للعرب شعاراً جديدا جمعهم بعدما كانوا في الجاهلية قبائل متعددة ، فجعل من العرب أمة

merit; piety

واحدة لأفضل فيها لأحد على آخر الا بالتقوى والعمل الصالح . ولم
الدين الاسلامي العرب عادات جديدة ساعدتهم على تنظيم حياتهم
الاجتماعية كاحترام الناس ، وإعطاء كل انسان حقه ، ونشر روح التعاون
واهتم بالمرأة ومكانتها الاجتماعية . كما حرم الخمر والميسر والربا وغيرها
من العادات السيئة .

a game of chance;
usury

ومن الناحية السياسية أصبحت للعرب بفضل دينهم الجديد دولة

Atlantic Ocean;
Arabian Gulf;
Indian Ocean;
Asia Minor

*موحدة امتدت في وقت قصير من المحيط الأطلسي غربا حتى الخليج
العربي والهند شرقا ، ومن المحيط الهندي جنوبا حتى آسيا الصغرى
شمالا . وقد كان لهذا التوسع السياسي نتائج اقتصادية واجتماعية
وثقافية هامة لان العرب أثروا في الشعوب التي اتصلوا بها من ناحية
اللغة والدين . ومن ناحية أخرى أخذوا عنها علومها وعاداتها .
فظهرت حضارة عربية اسلامية متأثرة بحضارات الأمم الأخرى كالفرس

Indians; Greeks

والهنود واليونان . وهكذا أصبح الاسلام ديناً عالمياً مهماً ، يؤمن
به أفراد من أمم العالم المختلفة . ويبلغ عدد المسلمين اليوم أكثر

continents;
Asia

Africa; Turkey;
Iran; Afghanistan;

Indonesia; Pakistan

من ستمائة وخمسين مليون وهم منشرون في مختلف القارات خاصة آسيا
وأفريقيا . ومن الدول الاسلامية غير العربية تركيا ، إيران ، أفغانستان ،
أندونيسيا وباكستان .

ومن الناحية الأدبية فقد كان للاسلام تأثير كبير في الأدب العربي
وفي اللغة العربية ، فقد عمل القرآن على نشر اللغة العربية الفصحى ،
وأصبح نموجاً أعلى لأساليب الكتابة . كما أن انتشار الاسلام خارج
الجزيرة العربية ساعد على دخول عدد من الكلمات الأجنبية إلى
اللغة العربية ، خاصة تلك التي تدل على الأشياء التي لم يكن العرب
على علم بها ، أما الأدب فقد تأثر في روحه وموضوعاته بالاسلام
وبالحياة الجديدة .

جبران سَعُود ، المحيط في أدب البكالوريا

الجزء الأول (بيروت ١٩٦٥)

ج - التمارين :

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

- ١ - متى أعلن النبي محمد دعوته الدينية ؟
- ٢ - اين استطاع النبي محمد أن ينشر الدين الاسلامي أولا ؟
- ٣ - ما هي نواحي الحياة التي شطها تأثير الاسلام ؟
- ٤ - ما هي المبادئ الجديدة التي أعلنها الاسلام ؟
- ٥ - كيف أثر الاسلام في حياة العرب الاجتماعية ؟
- ٦ - ما هي العادات الجديدة التي تعلمها العرب ؟
- ٧ - ما هي العادات السيئة التي حرمها الاسلام ؟
- ٨ - كيف أثر العرب في الشعوب الأخرى ؟
- ٩ - كيف تأثر العرب بالشعوب الأخرى ؟
- ١٠ - ما هي الحضارات الكبرى التي اتصل بها العرب ؟
- ١١ - هل يمكن ان *نقول بأن الاسلام دين عالمي ؟ ولماذا ؟
- ١٢ - كم يبلغ عدد المسلمين في الوقت الحاضر ؟
- ١٣ - أين يوجد المسلمون اليوم ؟
- ١٤ - اذكر ثلاث دول اسلامية غير عربية .
- ١٥ - اذكر ثلاث دول اسلامية عربية .
- ١٦ - كيف أثر القرآن في اللغة العربية ؟
- ١٧ - كيف تأثر الأدب بالدين الاسلامي ؟

Double Substitution

The Islamic principles did away with
paganism.

تمرين ٢ : تبديل مزدوج

قضت المبادئ الإسلامية على

الوثنية .

١ - روح التعاون	الاختلافات	٤ - النظام الجمهوري في مصر	النظام الملكي
٢ - المدارس	*الجهل	٥ - الطائرات	صعوبات السفر
٣ - الحكومة	النظام القبلي	٦ - الاسلام	العادات السيئة

٧ - التوسع الاسلامي حكم الروم في سوريا

تمرين ٣ :

ترجمة - تبديل - "المصدر" Translation and Substitution - "Verbal noun"

What is the reason for ... ? ما السبب في ... ؟

What is the reason for the Progress of the Arabs? ما السبب في تقدم العرب ؟

the burning of the eggs - ٧ the differences among the dialects - ١

his marriage to her - ٨ the election of this candidate - ٢

the difficulty in reading Arabic script - ٩ the publication of the report - ٣

concealing his disappointment - ١٠ forbidding wine - ٤

his saying "I am sorry" - ١١ the rise of Islam - ٥

the eradication of paganism - ٦

تمرين ٤ : ربط جمل

Combine the following sentences using the word "خاصة". اربط الجمل التالية مستعملا كلمة "خاصة".

Islam influenced various aspects of life. أثر الاسلام في نواحي الحياة المختلفة.

Islam influenced the religious, social and political aspects of life. أثر الاسلام في النواحي الدينية والاجتماعية والسياسية.

Islam influenced various aspects of life, especially the religious, social and political aspects. أثر الاسلام في نواحي الحياة المختلفة خاصة الدينية والاجتماعية والسياسية.

١ - ينتشر المسلمون في مختلف القارات .

ينتشر المسلمون في اسيا وافريقيا .

- ٢ - ساعد انتشار الاسلام على دخول عدد من الكلمات الأجنبية في اللغة العربية .
ساعد انتشار الاسلام على دخول تلك الكلمات الأجنبية التي تدل على الاشياء التي لم يعرفها العرب من قبل .
- ٣ - أعجب الشعراء بشعر الخنساء .
أعجب الشعراء برثائها ل أخيها صخر .
- ٤ - كان العرب قبل الاسلام يحبون الشعر .
كان العرب قبل الاسلام يحبون المعلقات .
- ٥ - أعلنت وزارة التربية عن حاجتها الى مدرّسي العلوم .
أعلنت وزارة التربية عن حاجتها الى مدرّسي العلوم الطبيعية .
- ٦ - قامت وزارة التربية الجزائرية بتعريب المناهج العلمية في جميع المراحل المدرسية .
قامت وزارة التربية الجزائرية بتعريب المناهج العلمية في المرحلة الابتدائية والثانوية .
- ٧ - نشر الاسلام المبادئ الاجتماعية العالية .
نشر الاسلام الحق والحرية والمساواة .
- ٨ - حرم الاسلام العادات السيئة .
حرم الاسلام الخمر والميسر والربا .
- ٩ - ازاد انتاج الزيت في البلاد العربية .
ازاد انتاج الزيت في الكويت وليبيا والعراق .

تمرين ٥ : في كتاب التمارين

القسم الثاني : القواعد

A. قبل and بعد with أن

أ - بَعْدُ أَنْ ، قَبْلُ أَنْ

The conjunction أَنْ 'that' characteristically is followed by a verb in the subjunctive mood. After the preposition بَعْدُ 'after'; however, أَنْ may be followed by a verb in the perfect tense, in which case بَعْدُ أَنْ is equivalent to بَعْدَمَا :

بَعْدُ أَنْ كانوا في الجاهلية قبائل
متعددة = بَعْدَمَا كانوا في الجاهلية
قبائل متعددة ...

'After having been numerous tribes in the pre-Islamic age...'

The verb together with بَعْدُ أَنْ or بَعْدَمَا may be translated in various ways such as "after they had (been), after they (were), after having (been)", etc.; the context should determine the best choice.

بَعْدُ أَنْ followed by the subjunctive has present or future meaning, e.g.

بَعْدُ أَنْ يُدْرِكُوا ذلك 'after they realize that'

In contrast to بَعْدُ أَنْ , قَبْلُ أَنْ may be followed only by the subjunctive, but may refer to either past or present time:

قال لي قبل أن يموت... 'He said to me before he died...'

لا تضيفي اللحم قبل أن تخلطي البطاطس مع البيض . 'Don't add the meat before you mix the potatoes with the eggs.'

تمرين ٦ في كتاب التمارين .

B. Human Collectives.

ب - اسْمُ الْجَنَسِ الْعَاقِلِ

Nouns like الْحَضَرُ 'the town dwellers' are human collective nouns. As human collectives, they refer to groups or classes of humans; they take masculine plural agreement; and they form unit nouns by means of the nisba suffix. (The nisba suffix regularly forms a feminine singular in يَّة , and takes masculine and feminine sound plurals.) Illustrations:

collective:	<u>الْحَضَرُ</u>	'the town dwellers'
unit noun:	<u>حَضْرِيَّة</u> , <u>حَضْرِي</u>	'a town dweller'
plural of unit noun:	<u>حَضْرِيَّات</u> , <u>حَضْرِيَّوْنَ</u>	'town dwellers'

agreement: الحضر يعملون بالتجارة 'The town-dwellers engage in trade and
والصناعات الخفيفة.' light industries.'

The unit noun is a nisba derivative; it accordingly may serve as either a noun, e.g. حضري 'a town-dweller' or as a relative adjective, e.g. حضري 'settled, sedentary, non-Bedouin'. The masculine plural of the relative adjective is equal in meaning to the collective noun itself: الحضر equals الحضريون. Thus there are three ways to say "the sedentary poets" in Arabic: شعراء الحضر ، شعراء الحضريين and الشعراء الحضر . Technically speaking, the first means "the poets of the town dwellers" while the last two mean "the sedentary poets"; for all practical purposes, however, such differences in nuance are slight and can be ignored.

Other human collectives in this lesson are العرب 'the Arabs' and البدو 'the Bedouins'; these two are exactly like الحضر except that they cannot form masculine sound plural forms of the nisba, the collective itself serving for الشعراء البدو 'the Arab poets'; شعراء العرب or الشعراء العرب 'the Bedouin poets'. Additional human collectives like الحضر are: اليونان 'the Greeks'; الإنكليز 'the English'; الأمريكيان 'the Americans' (unit noun is أمريكي); الفُرس 'the Persians' (unit noun is فارسي); اليهود 'the Jews'; البربر 'the Berbers'.

Some human collectives also have broken plurals, e.g. أغراب '(Bedouin) Arabs', plural of عرب ; الأتراك / التُّرك 'the Turks'; الكُرد / الأكراد 'the Kurds'; الأرمن / الأرامنة 'the Armenians'.

تمرين ٧: تحويل

حوّل الجمل التالية الى الجمع مُحدّثاً التغييرات اللازمة :

- ١- لم يعرف الشاعر البدوي القراءة والكتابة .
- ٢- عرف اليوناني القديم بالفلسفة والعلم .
- ٣- العربي من اكثر الناس حبا لتاريخه القديم .

- ٤- يعرف القائد التركي القديم بقوة الجسم .
- ٥- كان الفارسي قبل مجيء الاسلام يعبد الهة مختلفة .
- ٦- يسكن الانسان الحضري المدن .
- ٧- يُعرف الرجل الامريكي باخلاصه للعمل .
- ٨- احب الطريقة التي يتكلم بها الانكليزي لغته .
- ٩- ساعد البربري في توسع الاسلام بعد ان دخل في الدين الجديد .
- ١٠- اليهودي رجل علم ورجل مال .

ج - تمارين عامة

تمرين ٨: تحويل

Note: One of the meanings of the preposition من is "among" or "some of" or "one of" equivalent to بعض plus a noun.

حوّل كما في المثل التالي مستعملاً "مِنْ"

Turkey, Iran, and Pakistan are some of the non-Arab Islamic states. ←
تركيا وايران وباكستان هي بعض الدول الاسلامية غير العربية .

Among the non-Arab Islamic states are Turkey, Iran, and Pakistan.
من الدول الاسلامية غير العربية تركيا وايران وباكستان .

- ١- اِمْرُؤُ الْقَيْسِ وَزُهَيْرُ النَّابِغَةِ هم بعض الشعراء الجاهليين المشهورين .
- ٢- اَبُو بَكْرٍ وَعُمَرُ وَعَلِيٌّ هم بعض اصحاب النبي محمد .
- ٣- بَغْدَادُ وَالْمَوْصِلُ وَالْبَصْرَةُ هي بعض مدن العراق الهامة .
- ٤- "الْأَيَّامُ" و "حَدِيثُ الْأَرْبَعَاءِ" هما بعض المؤلفات التي عرف بها طه حسين .
- ٥- الخمر والميسر والرِّبَا هي بعض العادات السيئة التي حرمها الاسلام .
- ٦- الحق والحرية والمساواة هي بعض المبادئ التي نشرها الاسلام .
- ٧- النواحي الدينية والاجتماعية والسياسية هي بعض النواحي التي اثر فيها الاسلام .

٨- احترام الناس واعطاء كل انسان حقه هي بعض الامور التي تعلمها العرب من الدين الجديد .

٩- الفُرسُ والهُنودُ واليونان هي بعض الامم التي تأثر العرب بحضاراتها .

تمرين ٩: تحويل

The imperative mood is used for positive commands and the jussive with لا is used for negative commands.

Imperative and negative;

حوّل الافعال التالية الى الامر ثم الى

imperative (2m.s.).

النهي.

مثلا: كُتِبَ ← أُكْتُبْ ، لا تَكْتُبْ .
(He) wrote . (You) write . Don't write .

١٣- حكاها

٧- بدأه

١- جلس

١٤- أشار

٨- بنى

٢- وضع

١٥- خاف

٩- أخرهم

٣- غطى

١٦- اخفى

١٠- كان

٤- نال

١٧- أكل

١١- وصل

٥- مرّ

١٨- أخذ

١٢- بعث

٦- أضاف

تمرين ١٠: تحويل

The relative adverb 'حيث' 'the place where' is equivalent in meaning to

• في المكان الذي or المكان الذي

حوّل كما في المثل التالي مستعملا "حيث":

The Bedouins move to the places which ينتقل البدو الى الامكنة التي يوجد

have water .

فيها الماء . ←

The Bedouins move where there is water . ينتقل البدو الى حيث يوجد الماء .

١- يذهب المستشرقون عادة الى البلاد التي توجد فيها الآثار الاسلامية القديمة .

٢- اقامت الشركات الاجنبية المصانع في المناطق التي كثر فيها الزيت .

- ٣- يبيع اهل القرى منتوجاتهم في المدن التي توجد فيها الشركات الكبيرة .
- ٤- اكلنا في المطعم الذي تقدم فيه الاكلات العربية .
- ٥- قابل المراسل الاجنبي رئيس الجمهورية في المكان الذي عقد فيه الاجتماع العام .
- ٦- تجتمع دول العالم الثالث من وقت لآخر في مدينة توجد فيها السفارات الاجنبية .
- ٧- عاش اللبنانيون القدماء في مناطق تكثر فيها الجبال العالية .
- ٨- رجع بعض المهاجرين العرب الى البلاد التي ولدوا فيها .
- ٩- يذهب الطلاب عادة الى الجامعات التي يدرس فيها الطب والعلوم .

D. Affixes.

د - زَوَائِدُ الْكَلِمَةِ :

Affixes are of three kinds: (a) inflectional, (b) derivational and (c) lexical. Inflectional affixes are obligatory for all words except particles, which are by definition uninflected. Thus, verbs, nouns and adjectives are inflected for such features as mood, case, number, etc. Nouns, for example, are inflected for case and show a suffix for nominative, genitive or accusative. Derivational affixes create secondary stems from primary stems. For example, from the noun **مَلِكٌ** 'king' the noun **مَلِكَةٌ** 'queen' is derived by the addition of the feminine suffix **ةٌ**, and the adjective **مَلِكِيٌّ** 'royal' is formed by the addition of the nisba suffix **يٌّ** (plus in this instance a vowel change). The third type of affix, lexical affixes, represents words. Included here are prefixes, like the preposition **بِ** 'in' which is exactly parallel in function to the full-word preposition **فِي** 'in'; and suffixes, like the pronominal suffix **كَ** 'you', which is, in effect, a shortened form of the word **أَنْتَ**. We will now enumerate the inflectional categories found on Arabic words. The categories will be listed here by name only, with the actual inflections discussed in later lessons.

a. Inflectional Affixes.

Nouns are inflected for the following features:

<u>Case</u>	<u>Number</u>	<u>Definiteness</u>
nominative	singular	definite
genitive	dual	indefinite
accusative	plural	
	collectives	

The same inflectional features are found on verbal nouns and cardinal numerals.

Pronouns function like nouns and are considered a subclass of nouns.

Although pronouns are uninflected, two exceptions should be noted:

(1) personal pronouns have an independent as well as a suffixed form, e.g.

هِيَ and **هَا**. The independent form normally has nominative functions,

e.g. هِيَ مِنْ قَبِيلَةٍ أَفْرِيقِيَّةٍ . 'She is from an African tribe.'

while the suffixed form performs genitive and accusative functions, e.g.

أَنَّهَا مِنْ قَبِيلَتِنَا 'She is from our tribe.'

(2) the relative pronouns are inflected for case in the dual only, i.e.

الَّذَيْنِ (gen.acc.) and اللّٰتَيْنِ (nom.) and اللّٰذَانِ (gen.acc.)

Adjectives are inflected the same as nouns, but show in addition gender and comparison (degree).

<u>Case</u>	<u>Number</u>	<u>Definiteness</u>	<u>Gender</u>	<u>Comparison</u>
nominative	singular	definite	masculine	positive
genitive	dual	indefinite	feminine	elative
accusative	plural			

Inflected like adjectives are participles, elatives and ordinal numerals.

Verbs are inflected for the following categories:

Tense	:	perfect, imperfect
Voice	:	active, passive
Mood	:	indicative, subjunctive, jussive, energetic, imperative
Person	:	first, second, third
Number	:	singular, dual, plural
Gender	:	masculine, feminine

b. Derivational Suffixes.

Derivation is the forming of a new word from an existing word; thus it is the process of creating secondary stems on the basis of primary stems. It normally is done through affixation, as in the case of the English noun laziness derived from the adjective lazy, or through vowel change, as in the English plural noun men derived from the singular man. Derivational processes are usually well-defined and regular in a given language, and knowledge of them is always exceedingly useful in mastering vocabulary in a foreign language.

The derivational processes of Arabic are two: suffixation and pattern change. Pattern change is either vowel change, e.g. KiTaaB - KuTuB 'book - books' or vowel change combined with affixation, e.g. KaTaBa - maKTaB 'he wrote' - 'office'. Pattern changes pervade Arabic thoroughly and will be treated throughout the rest of this book; derivational suffixes, on the other hand, are quite limited in number, and will be dealt with here exhaustively.

(1) The nisba suffix يّ. Relative adjectives are formed from nouns by adding the nisba suffix to the stem of the noun, e.g.

لُبْنَان	'Lebanon'	بَيْت	'house'	مَحَلّ	'place'
لُبْنَانِيّ	'Lebanese'	بَيْتِيّ	'house--domestic home-made'	مَحَلِّيّ	'local'

The nisba adjective may be inflected for gender, number (taking sound plurals), case and definiteness, e.g. اللّٰبْنَانِيَّة 'the Lebanese (girl)', اللّٰبْنَانِيَّات 'the Lebanese (girls)' and اللّٰبْنَانِيّون 'the Lebanese'.

Words having the definite article أَل or ending in : ة , ية or يا

lose these before receiving the nisba suffix, e.g.

القَاهِرَة	'Cairo'	أَفْرِيْقِيَّة	'Africa'	أَمْرِيْكََا	'America'	سُوْرِيَا	'Syria'
قَاهِرِيّ	'Cairene'	أَفْرِيْقِيّ	'African'	أَمْرِيْكِيّ	'American'	سُوْرِيّ	'Syrian'

In addition, certain words change their stem shape before adding the nisba suffix: FaMiLa becomes FaMaLiyy-, e.g.

مَدِيْنَة	'city'	قَبِيْلَة	'tribe'	كَنِيسَة	'church'
مَدْنِيّ	'civilized'	قَبْلِيّ	'tribal'	كَنْسِيّ	'ecclesiastical'

and FaMiL and FaMiLa become FaMaLiyy-, e.g.

مَلِك	'king'
مَلَكِيّ	'royal'

However, if the root is a doubled root the nisba suffix is added without this stem change, e.g. حَقِيْقَة 'truth'-- حَقِيْقِيّ 'true'. Note also the exception to the rule طَبِيْعِيّ 'natural' from طَبِيْعَة 'nature'.

The nisba suffix is normally added to the singular noun; in a few cases it is added to a plural, such as:

دُول	'nations'	قِصَص	'stories'
دُولِي	'international'	قِصَصِي	'pertaining to a novel'
كُنَاس	'churches'	صُحُف	'newspapers'
كُنَاسِي	'ecclesiastic'	صُحُفِي	'journalistic; journalist'

The nisba suffix takes the form اويّ -awiy- in the following cases:

a. when the word ends in ʔalif:

دُنْيَا	'world'	مَعْنَى	'meaning'
دُنْيَوِي	'worldly'	مَعْنَوِي	'semantic; abstract'

b. when the word ends in the feminine suffix ة :

صَحْرَاء	'desert'	صَفْرَاء	'yellow' (fem. sing.)
صَحْرَاوِي	'desert' (adj.)	صَفْرَاوِي	'bilious'

c. with many words containing three consonants, the last of which is a radical W or Y, e.g.

بَدَو	'Bedouins'	قَرْيَة	'village'
بَدَوِي	'a Bedouin'	قَرْوِي	'villager'
تَرْبِيَة	'education'	عَلِي	'Ali'
تَرْبَوِي	'educational'	عَلَوِي	'Alawite' (follower of Ali)

If, however, the third consonant is و and it is preceded by ن, the regular suffix ي -iyy- is used:

نِسْوَة	'women'	نَحْو	'syntax'
نِسْوِي	'feminine, women's'	نَحْوِي	'grammatical; grammarian'

d. with a large number of biliteral nouns, including kinship terms:

يَد	'hand'	سَنَة	'year'	لُغَة	'language'
يَدَوِي	'manual'	سَنَوِي	'annual'	لُغَوِي	'linguistic'

أَبٌ 'father'	أَخٌ 'brother'	ابْنٌ 'son'
أَبَوِيَّ 'paternal'	أَخُوِيَّ 'brotherly'	بَنُوِيَّ 'filial'

The relative adjective is extremely common in Arabic, and the student is expected to recognize it immediately. Henceforth, active vocabulary items will be given in their underlying word form only, and the student is expected to recognize and understand any derivative relative adjectives that might occur.

تمرين ١١ في كتاب التمارين

القسم الثالث : الاصغاء والفهم

استمع الى السُّور التالية المسجلة على الشريط مستعينا على فهمها بالترجمة

*Fatiha, or the Opening Chapter.*¹⁸

1. In the name of God, Most Gracious,
Most Merciful.¹⁹

2. Praise be to God,
The Cherisher and Sustainer²⁰ of
the Worlds;

3. Most Gracious, Most Merciful;

4. Master of the Day of Judgment.

5. Whoe do we worship,²¹
And Thine aid we seek.

6. Show²² us the straight way,

7. The way of those on whom
Thou hast bestowed Thy Grace,
Those whose (portion)
Is not wrath,²³
And who go not astray.²⁴



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

١- الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

٢- الرَّحْمَنِ الرَّحِيمِ

٣- مَلِكِ يَوْمِ الدِّينِ

٤- إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ

٥- اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ

٦- صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ

٧- الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ



Ikhlas, or Purity (of Faith).

*In the name of God, Most Gracious,
Most Merciful.*

1. Say: He is God,⁶²⁹⁶
The One and Only;⁶²⁹⁷

2. God, the Eternal, Absolute;⁶²⁹⁸

3. He begetteth not,
Nor is He begotten;⁶²⁹⁹

4. And there is none
Like unto Him.⁶³⁰⁰



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

۱- قُلْ هُوَ اللَّهُ أَحَدٌ ۝

۲- اللَّهُ الصَّمَدُ ۝

۳- لَمْ يَلِدْ وَلَمْ يُولَدْ ۝

۴- وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ ۝



Falaq, or The Dawn.

*In the name of God, Most Gracious,
Most Merciful*

1. Say: I seek refuge⁶³⁰¹
With the Lord of the Dawn,⁶³⁰²

2. From the mischief
Of created things;⁶³⁰³

3. From the mischief
Of Darkness as it overspreads;⁶³⁰⁴

4. From the mischief
Of those who practise
Secret Arts⁶³⁰⁵;

5. And from the mischief
Of the envious one
As he practises envy.⁶³⁰⁶



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

۱- قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ ۝

۲- مِنْ شَرِّ مَا خَلَقَ ۝

۳- وَمِنْ شَرِّ غَاسِقٍ إِذَا وَقَبَ ۝

۴- وَمِنْ شَرِّ النَّفَّاثَاتِ فِي الْعُقَدِ ۝

۵- وَمِنْ شَرِّ حَاسِدٍ إِذَا حَسَدَ ۝



Nas, or Mankind.

*In the name of God, Most Gracious,
Most Merciful.*

1. Say: I seek refuge ⁶³⁰⁷
With the Lord
And Cherisher of Mankind, ⁶³⁰⁸
2. The King (or Ruler)
Of Mankind,
3. The God (or Judge)
Of Mankind,—
4. From the mischief
Of the Whisperer ⁶³⁰⁹
(Of Evil), who withdraws
(After his whisper),—
5. (The same) who whispers
Into the hearts of Mankind,—
6. Among Jinns
And among Men. ⁶³¹⁰



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

۞ اقْلُ اَعُوْذُ بِرَبِّ النَّاسِ ۞

۞ مَلِكِ النَّاسِ ۞

۞ اِلٰهِ النَّاسِ ۞

۞ مِنْ شَرِّ الْوَسْوَاسِ الْخَنَّاسِ ۞

۞ الَّذِي يُوَسْوِسُ فِي صُدُوْرِ النَّاسِ ۞

۞ مِنَ الْجِنَّةِ وَالنَّاسِ ۞

القسم الرابع : المراجعة

تمرين ١٢ ، ١٣ في كتاب التمارين

القسم الخامس : المطالعة الموسعة

أَرْكَانُ الْإِسْلَامِ

pillars

worship

(Muslim) creed

تقوم العبادات في الإسلام على خمسة أركان أولها الشَّهادَةُ ونصّها " أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ ". والمسلم لا يسمع بين مرحلتَي الولادة والموت عبارة تعاد أكثر من هذه كل يوم. وثاني هذه الأركان الصلاة . ويجب على المسلم أن يقوم بها خمس مرات في اليوم وهو يواجه مَكَّةَ وذلك عند الفَجْرِ ، والظَّهْرِ والعَصْرِ والمَغْرِبِ والعِشَاءِ

dawn; afternoon;
sunset; evening

وعلى المسلم أن يقوم بها باللغة العربية. وللمسلم أن يصلي في بيته أو في المسجد أو في أي مكان مناسب آخر . وثالث هذه الأركان : الزَّكَاةُ والهدف منها مساعدة

alms-giving

الفقراء والمحتاجين وتحقيق العدالة الاجتماعية بين المسلمين.

fasting; absten-
tion from;
sun

والركن الرابع هو صَوْمُ شهر رَمَضَانَ ويجب فيه الإِمْتِنَاعُ عن الطعام والشراب من الفجر حتى غروب الشَّمْسِ . أما الحج فهو الركن الخامس ويجب على المسلم الحجّ إلى مكة مرة واحدة في حياته وفي وقت معين من السنة إذا استطاع ذلك . وكان الحج ولا يزال من العوامل المهمة لتقوية الروابط بين المسلمين إذ يلتقي منهم عدد كبير كل سنة في مكة يأتون إليها من أنحاء العالم .

وفي القرآن الكريم آيات كثيرة تتناول هذه الأركان
وغيرها من المبادئ والقواعد الأساسية التي تنظم حياة
المسلم من الناحيتين الروحية والعملية ، كما نجد ذلك
في الآيات التالية :

— قُلْ هُوَ اللَّهُ أَحَدٌ • اللَّهُ الصَّمَدُ • لَمْ يَلِدْ وَلَمْ يُولَدْ
وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ •

وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ وَارْكَعُوا مَعَ الرَّاٰكِعِينَ •
وَأَوْصَانِي بِالصَّلَاةِ وَالزَّكَاةِ مَا دُمْتُ حَيًّا •

يَا أَيُّهَا الَّذِينَ آمَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ
عَلَى الَّذِينَ مِنْ قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ •

شَهْرُ رَمَضَانَ الَّذِي أُنْزِلَ فِيهِ الْقُرْآنُ هُدًى لِّلنَّاسِ وَبَيِّنَاتٍ
مِّنَ الْهُدَى وَالْفُرْقَانِ •

وَلِلَّهِ عَلَى النَّاسِ حَجُّ الْبَيْتِ مَنِ اسْتَطَاعَ إِلَيْهِ سَبِيلًا •
(صَدَقَ اللَّهُ الْعَظِيمُ)

تمرين ١٤ في كتاب التمارين

الدرس الخامس

القسم الأول : مدينة بغداد

أ - الجمال التمهيدي :

- ١ - تقع مدينة بغداد على نهر دجلة .
(وَقَعَ - ، وَقَوْعٌ)
The City of Baghdad is situated on the Tigris River.
- ٢ - وقد أختارها الخليفة المنصور مركزا للدولة العباسية في أيامه .
(إِخْتَارَ ، إِخْتِيَارٌ)
The Caliph al-Mansur chose it as (administrative) center of the Abbasid state during his reign.
- ٣ - من أسباب هذا الاختيار ان موقع بغداد كان عند أقصر مسافة بين دجلة والفرات .
(مَوْقِعٌ - مَوَاقِعُ)
(مَسَافَةٌ - مَسَافَاتٌ)
Among the reasons for this choice is the fact that the location of Baghdad was at the point of shortest distance between the Tigris and the Euphrates,
- ٤ - ولأنه كان محاطا بالأنهار بحيث يجعل وصول العدو إليها صعبا والدفاع عنها سهلا .
(بِحَيْثُ)
(دَافَعَ عَنْ ، دِفَاعٌ)
and because it was surrounded by rivers in such a way as to make the enemy's access to it difficult and defense of it easy,
- ٥ - ولأنه كان موقعا متوسطا بالنسبة الى مناطق الدولة الاسلامية الاخرى .
(بِالنِّسْبَةِ إِلَى)
(مُتَوَسِّطٌ)
and because it was a central location in relation to the other areas of the Islamic state.
- ٦ - سميت المدينة بـ " دار السلام " الا ان اسم بغداد غلب عليها .
(غَلَبَ عَلَى - ، غَلَبَةٌ / غَلَبٌ)
The city was given the name "the Home of Peace"; however, the name Baghdad prevailed over it.
- ٧ - ولم يمض وقت طويل على تأسيسها ، حتى أصبحت مركز حركة علمية وتجارية واسعة ومدينة كبيرة يزيد سكانها عن مليون نفس .
It was not long after its establishment before it became the center of extensive scientific activity as well as a large city whose population exceeded one million.

(مَضَى عَلَى - ، مَضَى)

(حُرْكَتُ - حُرْكَاتُ)

(زَادَ عَنْ - ، زِيَادَةُ)

٨ - وعرفت بغداد بقصص ألف ليلة وليلة
التي تركت أثرها في الآداب والموسيقى
العالمية .

(مُوسِيقَى)

٩ - أما اليوم فيجدها السائح تجمع بين الطابع
الشرقي القديم والعربي الحديث .

(سَاحٌ - ، سِيَاحَةٌ) (سَائِحٌ - سَائِحُونَ /

سُؤَاحٌ)

(طَابِعٌ - طَوَابِعٌ)

١٠ - يشاهد ذلك في مساجدها ومعاهدها
وشوارعها وحدائقها وملاهيها .

(مَعْهَدٌ - مَعَاهِدٌ)

(حَدِيقَةٌ - حَدَائِقُ)

(مَلْهَى - مَلَاهٍ)

١١ - يزور بغداد عدد كبير من السواح من
مشارك الأرض ومقاربتها .

(أَرْضٌ - أَرْضٍ)

١٢ - كما أنها أصبحت مقصد جماهير المسلمين .

(مَقْصِدٌ - مَقَاصِدُ)

(جَمْعُورٌ - جَمَاهِيرُ)

١٣ - وذلك بفضل ما فيها من أماكن إسلامية
مقدسة .

Baghdad became known for the stories
of "A Thousand and One Nights", which
left their mark on the literatures and
the music of the world.

As for today, the tourist finds it
combining the characteristics of the
ancient east and the modern west.

He observes this in its mosques,
institutes, streets and parks, and
places of entertainment.

Baghdad is visited by large numbers
of tourists from all parts of the
globe.

In addition, it has become a goal for
throngs of Muslims.

And that is thanks to its Islamic holy
places.

مقدمة :

بغداد من أقدم العواصم العربية وأهمها فقد كانت منذ تأسيسها عام ٧٦٢ مركز الدولة العباسية التي أثمرت حتى ١٢٥٨ . والقطعة التالية تحاول أن تعطي فكرة عامة عن تاريخها .

بَغْدَاد

بغداد مدينة عربية مهمة ، لا لأنها عاصمة العراق اليوم فقط ، بل لأن لها مكانتها في التاريخ العريق الإسلامي . فقد كانت مركز الحضارة الإسلامية خلال مدة طويلة من حكم العباسيين (٧٥٠ - ١٢٥٨) وقد أسسها المنصور ، الخليفة العباسي الثاني ، *بعد قيام الحكم العباسي بسنوات وسماها دار السلام ، إلا أن اسم بغداد غلب عليها ويقال أن اسم بغداد يعني " عَطِيَّةُ اللَّهِ " في اللغة الفارسية القديمة .

gift of God

ومن أسباب اختياره بغداد عاصمة الدولة أنها تقع على نهر دجلة ، ومن هنا كانت على اتصال بالبلاد التي يمر بها هذا النهر ، ثم هي في موقع عند اقصر مسافة بين دجلة والفرات ، وبهذا كان الاتصال بالفرات والبلاد الواقعة عليه سهلا ميسرا . وهي فوق ذلك في موقع تحيط به الأنهار بحيث يصعب على العدو الوصول إليها وبذلك يكون الدفاع عنها سهلا . وهي أخيرا في مكان متوسط من العالم الإسلامي كما كان يعرف في ذلك الوقت .

ولم يمض على تأسيس بغداد مدة طويلة حتى أصبحت مركزا حضاريا مشهورا يقبل عليه المسلمون وغير المسلمين من مختلف مناطق العالم ، كما أصبحت ملتقى الشعراء والعلماء والأطباء ورجال الفلسفة والدين والمترجمين meeting place وزاد عدد سكانها أيام هارون الرشيد والمأمون عن مليون في رأى بعض المؤرخين وهذا عدد كبير بالنسبة إلى ذلك العصر . وقد ذاع أسمها في العالم لافضل مكتباتها ، ومدارسها ، ودور الترجمة فيها فقط بل بسبب

historians

مكاتها من قصص الفليلة وليلة أيضا ، وقد تركت أثرها في الآداب والموسيقى العالمية .

وهي في الوقت الحاضر من المدن الكبرى في العالم العربي ، يجد السائح فيها آثار الماضي ومظاهر المدينة الحديثة في شوارعها ، وأبنيتها ومصايفها ، ومعاهدها العلمية ومتاحفها ومساجدها . ويبلغ عدد سكانها اليوم أكثر من مليون نَـمَـه .

person

وفي بغداد اليوم جامعتان : جامعة بغداد ، وجامعة المستنصرية التي تحمل أسم مدرسة كانت معروفة بهذا الأسم في العصر العباسي .

roofed

وبغداد مشهورة كذلك بأسواقها المسقوفة التي تحمل الطابع الشرقي وفيها يجد الزائر كثيرا من الصناعات اليدوية . ومن أهم شوارعها شارع الرشيد وهو مركز الحركة التجارية ، وشارع أبو نواس المعروف بمقاهيه وملاهييه ومطعمه الواقعة على نهر دجلة . وما يزيدها جمالا أن فيها بساتين النخيل وحدائق عامة كثيرة .

date-palm gardens

tomb

كما أن في بغداد أماكن مقدسة كقبر الإمام ابن حنبل والشيخ عبد القادر الكيلاني والامامين الكاظمين ، ولا تزال هذه الأماكن مقصدا لجماعات المسلمين من مشارق الأرض ومغاربها .

ج - التمارين :

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية

- ١ - متى تم تأسيس مدينة بغداد ؟ ومن أسسها ؟
- ٢ - كم سنة بقيت بغداد مركز الدولة الاسلامية ؟
- ٣ - لماذا تعتبر بغداد مدينة عربية مهمة اليوم ؟
- ٤ - على أي نهر تقع بغداد ؟
- ٥ - ما هي أهم أسباب اختيار بغداد عاصمة للدولة العباسية ؟
- ٦ - ماذا سمى المنصور ببغداد عند تأسيسها ؟

- ٧- كم كان عدد سكان بغداد أيام الخليفة هارون الرشيد ؟
- ٨- لماذا أقبل المسلمون على بغداد ؟
- ٩- لماذا ذاع اسم بغداد في العالم ؟
- ١٠- ماذا يشاهد السائح عندما يزور بغداد اليوم ؟
- ١١- كم جامعة في بغداد في الوقت الحاضر ؟
- ١٢- في أي عصر أسست المدرسة المستنصرية ؟
- ١٣- ما هو أشهر شارع في بغداد ؟
- ١٤- بماذا يعرف شارع أبي نؤاس ؟
- ١٥- كم يبلغ عدد سكان بغداد اليوم ؟

تمرين ٢ : في كتاب التمارين

القسم الثاني: القواعد

- A. أ - قَبْلَ ... بِرَ بَعْدَ ... بِرَ
- A smooth translation of بَعْدَ قِيَامِ الْحُكْمِ الْعَبَّاسِيِّ بِسِنَوَاتٍ is "a few years after the rise of the Abbasid regime". Literally, however, the Arabic version says "after the rise of the Abbasid regime by (a few) years", and this is a typical construction for both قَبْلَ and بَعْدَ. Thus, "two hours before the speech" is قَبْلَ الْخُطْبَةِ بِسَاعَتَيْنِ

ب - تمارين عامة :

تمرين ٣ : إشتقاق

اعط اسم الفاعل واسم المفعول من الافعال التالية :

اختار	اخفى	يسر	بنى
ركب	دافع	استطاع	امتاز
احاط	غلب	حل	حيّا
اقام	قال	قضى	

تمرین ۴ : تصريف

صرف الافعال التالية معطيا :

أ - الماضي للمتكلم المفرد

ب - المضارع للمتكلم الجمع

امتاز	حكى	ودّ	حلّ
خاف	وقع	سار	اجتمع
حيّا	ساوى	رجا	استطاع
قال	قضى	اهتم	

تمرین ۵ : تحويل

The preposition على with an indefinite verbal noun or other expression in-

dicates a state of being; note that the verbal noun retains the preposition

characteristic of the verb from which it is derived.

حوّل كما في المثل التالي مستعملا "على اتصالٍ بـ"

I got in touch with my friends.

اتصلت باصدقائي . ←

I was in touch with my friends.

كنت على اتصال بأصدقائي .

۵ - اعتقدت بأنه هو مؤلف الكتاب .

۱ - علمت بالأمر .

۶ - استعددت للسفر .

۲ - عرفت السر .

۷ - انتظرتّه

۳ - وثقت به .

۸ - اتفقت مع المدير .

۴ - كان لي موعد مع زوجته .

تمرین ۶ : تبديل - تحويل

The definite verbal noun is equivalent to أن plus a verb in the subjunctive,

and may replace it in a sentence. It is equivalent to an English infinitive,

e.g. "to reach", or gerund, e.g. "reaching".

حوّل الفعل الى مصدر كما في المثل التالي:

يصعب عليهم ان يصلوا اليها . ← It is difficult for them to reach it.

يصعب عليهم الوصول اليها . Reaching it is difficult for them.

- ١- ناموا نهارا .
- ٢- قاموا بعمل عظيم .
- ٣- ساءوا بين الرجل والمرأة .
- ٤- قضوا على العادات القديمة .
- ٥- بلغوا الدرجات العالية .
- ٦- اختاروا بين الحرب والسلام .
- ٧- دافعوا عن حقوق الآخرين .
- ٨- خضعوا لحكمه .

تمرين ٧: تحويل

حوّل الجمل الآتية كما في المثل التالي مستعملا "لم + الفعل ... حتى" :

انتظر عشر دقائق وركب الطائرة . ← He waited ten minutes, and he boarded the plane.

لم يمض على انتظاره عشر دقائق حتى He had scarcely waited ten minutes when he boarded the plane.

ركب الطائرة .

- ١- مضى على تأسيس بغداد وقت قصير واصبحت مركزا حضاريا هاما .
- ٢- بقي في مصر سنة واحدة واخذ يتكلم العربية جيدا .
- ٣- عمل في التجارة ثلاث سنوات واصبح غنيا .
- ٤- ترك البيت خمس دقائق وعاد مسرعا .
- ٥- بقي في المكتبة ساعتين ووجد كل ما يريد معرفته .
- ٦- فكّر في المشكلة ساعة واحدة واقترح حلاً لها .
- ٧- اجتمع المندوبون يومين واتفقوا على قرار .
- ٨- درس الشعر الجاهلي وقتا قصيرا واصبح يحب الشعر القديم كله .

تمرين ٨ و ٩ في كتاب التمارين .

b. Derivational Suffixes (continued)(2) Abstract nouns are formed by suffixing ية to a noun or adjective.

The rules for suffixation are the same as for the nisba suffix. Illustrations:

بَلَدٌ	'town; country'	حَيٌّ	'live'	كُلٌّ	'all'
بَلَدِيٌّ	'native, home-; municipal'	حَيَوِيٌّ	'vital'	كُلِّيٌّ	'total'
بَلَدِيَّةٌ	'township, municipality'	حَيَوِيَّةٌ	'vitality'	كُلِّيَّةٌ	'totality'
مَسْؤُولٌ	'responsible'	فَعَالٌ	'effective'	جِنْسٌ	'race'
مَسْؤُولِيَّةٌ	'responsibility'	فَعَالِيَّةٌ	'effectiveness'	جِنْسِيَّةٌ	'citizenship'
أَكْثَرُ	'most'	أَغْلَبُ	'most'		
أَكْثَرِيَّةٌ	'majority'	أَغْلَبِيَّةٌ	'majority'		

Note:

أَنَا	'I'	and	كَمْ	'how much?'
أَنَايِيٌّ	'egotistical'		كَمِّيَّةٌ	'quantity'
أَنَايِيَّةٌ	'egotism'			

This suffix takes a feminine sound plural, e.g. أَقَلِّيَّاتٌ 'minorities', plural of أَقَلِّيَّةٌ (from أَقَلٌّ 'less').

Other abstract nouns are formed through pattern change; in general, verbal nouns of qualitative verbs are abstract nouns, for example شَجَاعَةٌ 'bravery' from شَجَعَ 'to be brave' and بَطُولَةٌ 'heroism' from بَطَلَ 'to be heroic'. Such patterns will be dealt with in later lessons.

(3) Female nouns are formed by adding ة to a noun with a male referent, for example:

مَلِكٌ	'king'	إِبْنٌ	'son'	طَالِبٌ	'student'	جِمَارٌ	'donkey'
مَلِكَةٌ	'queen'	إِبْنَةٌ	'daughter'	طَالِبَةٌ	'student'	جِمَارَةٌ	'female donkey'

The stem of طَالِبٌ is, of course, taalib- while the stem of طَالِبَةٌ is taalibat-.

Male-female nouns reflect the sex distinction of the real world; in some cases Arabic also reflects this reality with special words for the two sexes, such as,

أَبُ 'father' but أُمُّ 'mother' (alongside of أَبٌ 'father' and أُمُّ 'mother') and فَرسٌ 'horse, stallion' and فَرسٌ 'horse, mare'.

(4) Unit nouns are formed from human collective nouns by suffixing يّ , to the collective, e.g. عَرَبٌ 'Arabs' and عَرَبِيٌّ 'an Arab'. The feminine singular is عَرَبِيَّةٌ e.g. عَرَبِيَّةٌ and the feminine plural is عَرَبِيَّاتٌ e.g. عَرَبِيَّاتٌ .

Some foreign nouns may also have a masculine sound plural. Other examples:

collective	بَدَوٌ	'Bedouins'
singular	بَدَوِيٌّ / بَدَوِيَّةٌ	'a Bedouin'
dual	بَدَوِيَّانِ / بَدَوِيَّتَانِ	'two Bedouins'
plural	بَدَوٌ / بَدَوِيَّاتٌ	'Bedouins'

	يُونَانٌ	'Greeks'
	يُونَانِيٌّ / يُونَانِيَّةٌ	'a Greek'
	يُونَانِيَّانِ / يُونَانِيَّتَانِ	'two Greeks'
	يُونَانٌ / يُونَانِيَّونَ / يُونَانِيَّاتٌ	'Greeks'

(5) Unit nouns are formed from non-human collective nouns by suffixing

ة , e.g.

صَخَرٌ	'rock'	بَيْضٌ	'eggs'
صَخْرَةٌ	'a rock'	بَيْضَةٌ	'an egg'

Unit nouns are pluralized with the feminine sound plural ending ات , e.g.

بَيْضَاتٌ 'eggs'. Collectives of the pattern FVML generally take the plural form FaMaLaat, although FuML may be FuMuLaat or FuMLaat.

أَكَلَةٌ / أَكَلَاتٌ	'meal(s)'	حُجْرَةٌ / حُجَرَاتٌ	'room(s)'
لَحْظَةٌ / لَحَظَاتٌ	'moment(s)'		

(6) Instance nouns are formed by suffixing ة to certain verbal nouns; like the unit noun it is pluralized by the ات or by broken plural patterns. The

instance noun denotes one occurrence of the action denoted by the underlying verb,
e.g.

ضَرَبَ 'he hit'	فَكَّرَ 'thinking'
ضَرْبٌ 'hitting, to hit'	فِكْرَةٌ 'a thought'
ضَرْبَةٌ (ضَرَبَاتٌ) 'a blow' (blows)'	فِكْرٌ 'thoughts'
ضَرَبَهَا ضَرْبَتَيْنِ 'he hit her twice'	

The instance noun is normally added to Form I verbal nouns of the pattern FaML, as well as to any of the derived verbs, e.g. اِبْتَسَمَ 'smiling, to smile' and اِبْتِسَامَةٌ 'a smile'.

In a few cases the instance noun may receive a specialized meaning, such as أَكْلَةٌ 'meal; (tasty) morsel' from أَكَلَ 'eating; food; meal' and شُرْبَةٌ 'laxative' alongside of شَرَبٌ 'drinking'.

Both unit nouns and instance nouns may be dualized, or pluralized with the feminine sound plural. It is interesting to note that these two kinds of noun are parallel not only in form--they are both derived by suffixing ة --but in meaning as well: the verbal noun, is, in a sense, a kind of collective noun, referring to the total class of instances of the action in question. The unit noun and the instance noun are thus expressions of one unit of the totality expressed by the original word.

The suffixes presented in the five preceding sections are productive; that is, they are constantly being used to create new Arabic words, as the occasion arises. The following two suffixes are not productive, but are found on a limited number of words. It is, however, useful to identify them, as an aid in analyzing the structure of words. Both suffixes are found on adverbs, which form a limited class of particles.

(7) <u>Adverbs in أ</u> :		
أَيْضًا 'also'	قَبْلًا 'formerly'	أَوَّلًا 'first of all'
إِذَا / إِذَنْ 'then'	قُدَمًا 'forward'	مَعًا 'together'

These adverbs look like nouns in that they are spelled with alif and nunation; they differ from nouns, however, in that they are invariable in form and function.

(8) Adverbs in ة :

بَعْدُ 'afterward'	فَوْقُ 'over'
قَبْلُ 'formerly'	حَيْثُ 'where'
تَحْتُ 'underneath'	فَحَسْبُ 'only'

Being adverbs, these words never change their spelling or pronunciation, regardless of their function; note, for example,

مِنْ قَبْلُ 'formerly'	إِلَى حَيْثُ 'to the place where'
------------------------	-----------------------------------

c. Lexical Affixes. Lexical affixes, which stand for full words, are divided into prefixes and suffixes. The prefixes include particles of various types, such as prepositions, conjunctions, interrogatives while the suffixes include pronouns and the items ذاك and هـ.

(1) Prefixes.

Prepositions	Conjunctions	Interrogatives	Future
بِـ 'in'	وَ 'and'	أ ؟	سَ (fut)
كَـ 'like, as'	وَ 'and'		
لِـ 'to, for'			

(2) Suffixes.

Pronouns:

		Singular	Dual	Plural
3	M	هـ	هما	هم
	F	ها	هما	هن
2	M	كـ	كما	كم
	F	كن		كن
1		ي / يـ / ني		نا

The items **هَذَا** and **ذَاكَ**. These are suffixed to the accusative forms of words of time and mean 'at that (time)':

وَقْتُهَذَا 'at that time'	قَبْلُهَذَا 'before then'
وَقْتُذَاكَ 'at that time'	
سَاعَتُهُذَا 'at that time'	بَعْدُهُذَا 'after that'
	إِذَاكَ 'then, at that time'
يَوْمُهُذَا 'on that day'	
يَوْمُذَاكَ 'on that day'	حِينَئِذٍ / حِينَذَاكَ 'then, at that time'
آنَئِذٍ / آنَذَاكَ 'at that time'	

القسم الثالث : الاصغاء والفهم

١ - ادرس الكلمات التالية واستمع الى القطعة الاولى المسجلة على الشريط
ثم اجب على الاسئلة في تمرين ١٠ من كتاب التمارين

'Holy Sepulchre'	الْقَبْرُ الْمُقَدَّسُ	'hills'	تِلَالٌ
'Wailing Wall'	حَائِطُ الْمَبْكَى	'wall'	سُورٌ - أُسْوَارٌ
		'tomb'	مَقْبَرَةٌ - مَقَابِرُ

ب - استمع الى النص المسجل على الشريط واعمل بما جاء في تمرين ١١ من كتاب التمارين

القسم الرابع : مراجعة

تمرين ١٢ - ١٤ في كتاب التمارين

القسم الخامس : المطالعة الموسعة

just

الْمَلِكُ الْعَادِلُ

فلما كانت الليلة الحادية والستون بعد التسعمائة
قالت شهر زاد للملك شهر يار :

يحكى ان الملك العادل كسرى أنو شروان ملك

aides

الفرس ، قال يوما لأَعْوَانِيهِ من الأمراء والوزراء والقواد

weakness; body;
cure

اني أشعر بِضَعْفٍ في بَدَنِي ، ولا عِلاجَ لهذا الضعف سوى شيء

handful

واحد . فقالوا له : ما هذا الشيء ، فقال لهم : حَفْنَةٌ من

soil; in ruins

التُّرابِ تؤخذ من دار مُتَخَرِّبَةٍ فقالوا : هذا شيء سهل .

ثم اخذوا يبحثون في المملكة كلها عن دار متخرّبة ليأخذوا

شيئا من ترابها ويرجعوا به الى الملك . ولكنهم بعد سنة

كاملة قضيها في البحث ، رجعوا اليه بغير التراب المطلوب

وقالوا له : بحثنا كثيرا في كل مكان ودخلنا كل دار في

المملكة ، فلم نجد دارا واحدة متخرّبة .

health

فلما سمع كلامهم ابتسم وقال لهم : الآن اشعر بِالصِّحَّةِ

والسعادة ، لما تاكدت أن مملكتي ليس فيها بيت واحد

متخرّب . وهذا يدل على العدل في الحكم لان "العدل أساس

الملك" كما يقول المثل العربي . فالعدل يجعل البلاد تعيش

في سلام وسرور وازدهار . أمّا اذا كان الملك غير عادل

فان اعوانه يكونون مثله . وبعد قليل تصبح المملكة خرابا

اذ يخرج منها اهله تاركين دورهم ومزارعهم ومتاجرهم .

treasuries

فيقلّ المال في خَزَائِنِ الملك حتى لا يبقى فيها شيء ، ولا

يدخلها شيء بعد ذلك . وهكذا يجد الملك نفسه بلا مال ولا رجال

بسبب عدم عدله . ويعيش ما بقي من حياته في أسوأ حال .

ثم يكون مصيره في الْآخِرَةِ النار .

the hereafter

(أَلْفَ لَيْلَةٍ وَلَيْلَةٍ) - دار الهلال - الجزء السابع (ص ٨٣ - ٨٤) ، القاهرة ١٩٦٦

تمرين ١٥ في كتاب التمارين

الدرس السادس

القسم الأول : أهل الجنة

(قصة خيالية)

أ - الجمل التمهيدية

- ١ - كان سامي وهيفاء يدرسان عملاً أدبياً عن رحلة خيالية قام بها شاعر عرسى قديم الى العالم الآخر .. وقد جرى بينهما الحديث التالي :
- (خيال - أخيلة)
- ٢ - سامي : ماذا فهمت من هذه الرحلة الخيالية ؟
- ٣ - هيفاء : أن هناك عالماً آخر ينتظرنا بعد هذه الحياة .
- ٤ - س : وماذا تعتقد أن مصيرك سيكون هناك ؟
- (مصير - مصائر)
- ٥ - سكنت هيفاء لحظة ثم صاحت : الجنة .
- (لحظة - لحظات)
- (صاح - صياح)
- ٦ - فقال لها سامي مبتسماً : سيكون باستقبالك فريق من الملائكة أيضاً ! أليس كذلك ؟
- (ابتسم ، ابتسام)
- (فريق - فروق / أفرقة / أفرقاء)
- ٧ - ه : بلا شك ... هذا ما أرجو أن تلقاه روحى ... وهى تصعد الى ربها .
- (صعد - صعود)
- ٨ - س : من أين لك قوة الايمان هذه ؟
- (قوة - قوى)
- Sami and Hayfa were studying a literary work about an imaginary journey taken by an ancient Arab poet to the here-after. The following conversation occurred between them:
- "What did you understand from this imaginary journey?"
- "That there is another world that awaits us after this life."
- "What do you believe your fate will be there?"
- Hayfa was silent for a moment and then cried out: "Heaven!"
- Then Sami said, smiling: "And there also will be a band of angels to receive you, won't there?"
- "Unfoubtedly...this is waht I hope my soul will encounter...as it ascends to its Lord."
- "Where do you get this strength of faith?"

- ٩ - هـ : ديني ! مازلت أعتقد بما يقوله ديني .
 وبأن لكل انسان صفحة بأعماله في
 كتاب عند الله .
 (صَفْحَةٌ - صَفَحَاتٌ)
- ١٠ - س : إِنَّ سَوْفَ يَكُونُ مَصْرِي النار .
 (نَارٌ - نِيرَانٌ)
- ١١ - هـ : ذلك ما سوف تعرفه عندما يحاسبك
 الله ويصدر* حكمه عليك .
 (حَاسِبٌ ، مُحَاسِبَةٌ ؛ مُحَاسِبَاتٌ)
 (أَصْدَرُ ، إِصْدَارٌ)
- ١٢ - س : هل نسيت أن شاعرنا العربي وجد
 في الجنة أشخاصا غير مسلمين ؟
 (نَسِيَ - ، نَسِيَ / نَسِيَانٌ)
- ١٣ - هـ : أنت على حق .
 "You are right."
- ١٤ - س : وأن بعض أهل النار كانوا من
 المسلمين ؟
 "And that some of the people in Hell
 were Muslims?"
- ١٥ - هـ : نعم .. ولكنهم كانوا مثلك لا يتبعون
 تعاليم دينهم .
 "Yes...but like you they did not follow
 the teachings of their religion."
- ١٦ - س : ولكنهم كانوا يعبدون الله ويصلون
 ويصومون ، ولا يشربون الخمر .
 (صَامٌ - ، صَوْمٌ / صِيَامٌ)
 "But they worshipped God and prayed
 and fasted and didn't drink wine."
- ١٧ - هـ : غير أن ذلك كله ليس كافيا ..
 عملهم في حياتهم لم يكن قائما على
 مبادئ الدين ! وكانت لهم أخطاء
 أساءت إلى الناس .
 (خَطَأٌ - أَخْطَاءٌ)
- ١٨ - س : يعني أن العمل الصالح هو ما
 يجب أن يهتفنا ...
 "That means that good works are what
 must concern us."

- ١٩ - هـ : بلا شك ، حتى يستطيع الانسان
 أن يواجه ربه بنفس مطمئنة .
 (اطمأن ، اطمئن ، طمأنينة)
- ٢٠ - س : وهذا ما كان يريده الشاعر العربي
 القديم " أبو العلاء المعري " .
 ٢١ - هـ : قد يكون !
 ٢٢ - س : إذن ليس من المستحيل أن يكون
 مصري الجنة ، ومصرى فى مكان
 آخر !
 (استحال ، استحالة)
- ٢٣ - هـ : كيف ؟
 ٢٤ - س : فهمس سامى فى أذنها متسائلاً : ألا
 تعرفين السبب وأنت تسيئين إليّ
 كل يوم وتعذبين قلبي ؟
 (همس - همس ، همس)
 (أذن - أذان)
 (تسأل ، تسأول) : سأل نفسه
 (عذب ، تعذب)
- ٢٥ - هـ : عدت مرة أخرى الى قصتك القديمة .
 من الأفضل ان نترك هذا الموضوع
 ونعود إلى كتابنا .
 (مرة - مرات)
- "Without doubt, so that a person can
 face his Lord with a confident mind."
- "And this is what the ancient Arab
 poet (Abu Al-Ala al-Maarri) wanted."
- "That may be."
- "Then it is not impossible that my
 fate will be Heaven and yours another
 place!"
- "How (do you mean)?"
- Then Sami whispered (in her ear),
questioning: "Don't you know the
 reason when you mistreat me everyday
 and torture my heart?"
- "You've come back once (one time) more
 to your old story. It is better that
 we leave this subject and return to
 our book."

ب - النص الأساسى

أهل الجنة

مقدمة :

يعدّ الكاتب المصرى إحسان عبد القدوس (١٩١٩ -) من أشهر

كتاب القصة فى العالم العربى ، الذين يتناولون مشكلات المجتمع العربى ،
كمكانة المرأة وغيرها من القضايا الاجتماعية والدينية . وفى هذه القصة
الخيالية يحاول الكاتب أن ينظر الى الانسان لاعلى أساس دينه بل على
أساس عمله .

كانت الروح تصعد الى السَّمَاءِ خائفة .. إنها مقبلة على ساعة الجِسَابِ ..
heaven reckoning
ماذا يكون مصيرها ؟ الجنة أم النار ؟ وأخذت الروح المعذبة تتسأل
ماذا تقول لقضاتها .. وماذا يقول لها قضاتها ؟ أنها لم تنس أن لها
أخطاء ولكنها أخطاء بسيطة ، فهل يحاسبونها على هذه الأخطاء ؟ هل
تدخل النار بسبب هذه الأخطاء ؟ لا .. مستحيل . أن هذه الأخطاء لم
تُسَيِّءْ الى أحد .

ووقف فريق من الملائكة يستقبلون الروح الصاعدة ويتسمون لها . وتقدم منها
halls
ملاك جميل ، وقادها فى أَبْهَاءِ السماء الى أن أدخلها بهوا واسعاً ،
وسمعت الروح صوتاً فيه قوة الرحمة :
- يا عَبْدَ اللَّهِ اذكر لنا ما علمته فى حياتك .
servant ;
shuddered ;
prostrated itself
وَارْتَجَفَتْ الروح وَسَجَدَتْ وصاح الصوت :
- قم يا عبد الله وواجه قضاتك بنفس مطمئنة .
وقامت الروح وهمت فى صوت مرتجف :
- إنسى فى جَمْعِ أرحم الراحمين .
protection
وصاح الصوت :
- ما دينك ؟
وقالت الروح :
- مسلم .

وسكت الصوت لحظة ونظر فى كتاب كبير بمن يديه ثم عاد يتكلم :
- ما هى أخطاؤك ؟
- ليس لى أخطاء .. لقد عشت لآسئ الى أحد من أهل الأرض .
وسكت الصوت مرة أخرى ، ونظر فى صفحة الكتاب الكبير

ثم قال :

- لقد شربت الخمر !

with a shudder

وقالت الروح في رَجْفَةٍ :

- لقد عشت لا أُسيء الى أحد من أهل الأرض !

وتكلم الصوت : لقد عرفت النساء !

- لقد عشت لا أُسيء الى أحد من أهل الأرض !

- لقد تركت الصلاة والصوم !

وقالت الروح في خوف :

- لقد عشت لا أُسيء الى أحد من أهل الأرض !

وسكت الصوت قليلا ، ثم عاد يتكلم فأصدر* حكمه :

- الجنة !

وتقدم ملاك صغير وقاد الروح الى الجنة ، ونظرت الروح فوجدت

فريقا من أهل الجنة وسألتهم :

- هل أنتم مسلمون ؟

- لا .

- مسيحيون ؟

- لا .

- *يهود ؟

- لا .

- ما أنتم ؟

- إننا هنا منذ* زمن طويل ، قبل ظهور الأديان وقد دخلنا

الجنة لأننا عشنا لا نُسيء الى أحد من أهل الأرض .

إحسان عبد القدوس

”عقلي وقلي“ ، (القاهرة ٤ ١٩٦٣) ص ١٦ - ١٨

تمرين ١ : أسئلة وأجوبة

اجب على الاسئلة الآتية :

- ١ - من هو إحسان عبد القدوس ؟
- ٢ - متى ولد ؟
- ٣ - ما هى المشكلات التى يتناولها فى قصصه ؟
- ٤ - هل قصته (أهل الجنة) خيالية ؟

- ١ - الى أين كانت تصعد الروح ؟
- ٢ - لماذا كانت الروح خائفة وهى تصعد الى السماء ؟
- ٣ - ما هو مصير كل روح بعد الحساب الأخير ؟
- ٤ - ماذا كانت الروح تسأل نفسها ؟
- ٥ - لماذا أعتقدت الروح أن أخطاءها بسيطة ؟
- ٦ - من الذى وقف فى استقبال الروح الصاعدة ؟
- ٧ - من الذى تقدم من الروح بعد ذلك ؟
- ٨ - الى أين قاد الروح ؟
- ٩ - ماذا قال الصوت للروح ؟
- ١٠ - ماذا فعلت الروح بعد أن سمعت الصوت ؟
- ١١ - ماذا قالت الروح عندما واجهت قضائها ؟
- ١٢ - ما دين الروح ؟
- ١٣ - ماذا اجابت الروح عندما سألها الصوت عن أخطائها ؟
- ١٤ - هل شرب صاحب الروح الخمر ؟ وكيف تعرف ذلك ؟
- ١٥ - ماذا كان حكم الصوت على الروح ؟ ولماذا ؟
- ١٦ - لمن تحدثت الروح فى الجنة ؟
- ١٧ - هل كان أهل الجنة كلهم مسلمين ؟
- ١٨ - متى وصل ذلك الفريق الى الجنة ؟
- ١٩ - لماذا دخل ذلك الفريق الجنة ؟
- ٢٠ - ماذا فهمت من هذه القصة ؟

القسم الثاني : القواعد

أ- تمارين عامة :

تمرين ٢: تحويل

اعط الجمع :

١- مصير	٤- قاض	٧- خطأ	١٠- روح	١٣- كريم
٢- امرأة	٥- ملاك	٨- مدينة	١١- عاصمة	١٤- نهر
٣- عدو	٦- عالم	٩- جزيرة	١٢- مطبخ	١٥- دين

تمرين ٣: تحويل

The relative pronoun ما means 'that which, the thing that, what', and is equivalent to الشيء الذي .

حوّل مستعملا "ما" كما في المثل التالي :

I want you to know this subject.

اريد أن تعرف هذا الموضوع . ←

This is what I want you to know.

هذا ما اريد ان تعرفه .

١- سوف تعرف ذلك الامر يوم الحساب .

٢- كان يود شراء هذا الشيء .

٣- تستطيع ان تقرأ هذا الخبر في الجريدة .

٤- يريد ان يسمع هذا الكلام بنفسه .

٥- يحب ان يرى ذلك الفلم في السينما غدا .

٦- كنت انتظر هذه المناسبة منذ زمن طويل .

٧- كان يقوم بهذا العمل عندما كان موظفا في بغداد .

٨- سيدرس هذا الموضوع عندما يدخل الجامعة في السنة القادمة .

٩- كانت الروح تخاف ذلك الامر عندما صعدت الى السماء .

١٠- كان يبحث عن هذا الشيء ليلة امس .

١١- كانت تفعل هذا الشيء دائما .

١٢- كنت اتمنى الحصول على القاموس منذ زمن طويل .

تمرين ٤: تحويل

The preposition ب introduces a phrase of manner, equal to a حال
 ونفسه مطمئنة is replaceable by نفس مطمئنة. Thus, clause beginning with و .
 'with his mind at ease'.

حول الى جملة حالية كما في المثل التالي:

واجه الله بنفس مطمئنة . ←
 He faced God with his mind at ease.

واجه الله ونفسه مطمئنة .
 He faced God and his mind was at ease.

- ١- أقبل على الامتحان بقلب مطمئن .
- ٢- ألقى خطبة بصوت عال .
- ٣- وافق على الاقتراح الافضل بوجه ضاحك .
- ٤- نظرت اليه بعين باقية .
- ٥- استقبلها بيدين مفتوحتين .
- ٦- عاشت الجماهير بحالة سيئة .
- ٧- خرجت من المطبخ بيدين محترقتين .
- ٨- ذهب الى المدير بقلب خائف .

تمرين ٥: ترجمة وتبديل

The verbal noun is a noun with verbal force -- that is, like the verb from which it is derived it may be followed by an object. Thus from حرّموا الخمر 'They forbade wine' is derived تحريم الخمر 'the forbidding of wine'. Note that this construction follows the rules of the idafa, with the second noun in the genitive. If a certain preposition is associated with a particular meaning of the verb, it must also be included:

- | | |
|----------------------|-----------------------------|
| آمنوا بالله واحد . | 'They believed in one God'. |
| الايمان بالله واحد . | 'belief in one God' |

Note that in these cases the verbal noun is definite.

He found difficulty in searching for water.

وجد صعوبة في البحث عن الماء .

1. cooking a delicious meal.
2. joining the organization.
3. understanding poetry.
4. unifying the Arab countries.

5. choosing a location for the city.
6. reaching the capital.
7. contracting the director of the newspaper.
8. learning the sounds of Arabic.

تمرين ٦ - ٨ في كتاب التمارين .

Roots are classified in two ways. One is according to the number of radicals: two, three four, or more; examples of these were given in Lesson 2. The other is according to the kind of consonants serving as radicals. In this classification, which applies chiefly to trilateral roots, the major categories are sound, doubled, hamzated, (discussed below), and weak roots (discussed in the next lesson).

a. Sound roots.

Sound roots are those in which the middle and last radicals are not identical, and no radical is /ʔ/, /W/, or /Y/; an example is S L M as in إِسْلَام 'Islam' or مُسْلِمٌ 'Muslim'. The main characteristic of a sound root is that its radicals remain unchanged in all the stems in which that root occurs, making the recognition of a sound root a relatively easy matter.

b. Doubled roots.

A doubled root is one in which the middle and last radicals are identical, for example J D D in جَدِيدٌ 'new' or H M M in هَامٌّ 'important' and إِهْتِمَامٌ 'concern'. There are some words in which doubled roots behave no differently from sound roots, for example when combined with a pattern which calls for the middle and last radicals to be separated by a long vowel, like the pattern FaMiL:

Sound	<u>K</u> <u>B</u> <u>R</u>	<u>كَبِيرٌ</u> 'big'
Doubled	<u>J</u> <u>D</u> <u>D</u>	<u>جَدِيدٌ</u> 'new'

or in a verb stem such as FaMaL when followed by a suffix beginning with a consonant:

Sound	<u>T</u> <u>B</u> <u>X</u>	<u>طَبَخْنَا</u> 'we cooked'
Doubled	<u>M</u> <u>R</u> <u>R</u>	<u>مَرَرْنَا</u> 'we passed'

There are also some words in which doubled roots behave the same as sound roots but where the similarity may be obscured by the fact that a doubled consonant is indicated by a shadda, which may not be present in unvowelled text. Such would be the case in a pattern like FaML, in which the middle and last radicals are not separated by any equivalent:

Sound	<u>X</u> <u>M</u> <u>R</u>	خَمْرٌ	'wine'
Doubled	<u>R</u> <u>B</u> <u>B</u>	رَبٌّ	'lord'

There are a great many words, however--and this is why doubled roots form a separate category--in which the two identical consonants are affected by an overall phonological rule of Arabic, which states: A sequence consisting of two identical consonants separated by a short vowel does not occur unless the sequence is followed by another consonant (as for example in /mararnaa/ مَرَرْنَا 'we passed'). When a doubled root is combined with a pattern which has a short vowel between the middle and last radicals, and the sequence is followed by a vowel, the vowel of the sequence is either dropped, or shifted to a position before the first of the two identical consonants. It is dropped if the sequence is preceded by a vowel, for example in the Form I perfect stem pattern FaMaL:

Sound	<u>D</u> <u>X</u> <u>L</u>	دَخَلَتْ	'she entered'
Doubled	<u>M</u> <u>R</u> <u>R</u>	مَرَّتْ	'she passed'

It is shifted if the sequence is preceded by a consonant, as in the Form I imperfect stem pattern -FMvL:

Sound	<u>D</u> <u>X</u> <u>L</u>	تَدْخُلُ	'she enters'
Doubled	<u>M</u> <u>R</u> <u>R</u>	تَمُرُّ	'she passes'

or in the broken plural pattern ?aFMiLaa?-:

Sound	<u>S</u> <u>D</u> <u>Q</u>	أَصْدِقَاءُ	'friends'
Doubled	<u>T</u> <u>B</u> <u>B</u>	أَطِبَّاءُ	'doctors'

There are, however, some important exceptions to the phonological rule just illustrated: in noun and adjective stems of the patterns FaMaL, FiMaL, FuMuL and FuMaL, the sequence in question does occur, for example:

سَبَبٌ	'cause'
عَدَدٌ	'number'

جَدُّ	'new'
أُمَمٌ	'nations'

c. Hamzated roots.

A hamzated root is one in which one of the radicals is /ʔ/. In the great majority of cases, whether /ʔ/ is the first, middle, or last radical, hamzated roots behave exactly like sound roots. Compare:

		<u>FaMaL-a</u>	
Sound	<u>B</u> <u>L</u> <u>G</u>	balaga	بَلَغَ 'he reached'
Hamzated	<u>ʔ</u> <u>K</u> <u>L</u>	ʔakala	أَكَلَ 'he ate'

		<u>FaMiil</u>	
Sound	<u>S</u> <u>F</u> <u>R</u>	safiir	سَفِيرٌ 'ambassador'
Hamzated	<u>R</u> <u>ʔ</u> <u>S</u>	raʔiis	رَئِيسٌ 'president'

		<u>maFMaL</u>	
Sound	<u>T</u> <u>B</u> <u>X</u>	matbax	مَطْبَخٌ 'kitchen'
Hamzated	<u>B</u> <u>D</u> <u>ʔ</u>	mabdaʔ	مَبْدَأٌ 'principle'

In certain cases, however, a radical /ʔ/ undergoes changes of various sorts. The most important of these are described below.

(1) Initial /ʔ/. In the position of first radical, /ʔ/ may be affected by a general phonological rule which states: A sequence /ʔvʔ/ (v standing for any short vowel) does not occur before a consonant, but is replaced by a sequence /ʔvv/, in which the second /ʔ/ and the original short vowel merge into a corresponding long vowel. This situation arises when a non-radical element of the shape /ʔv-/ occurs in a word before an initial radical /ʔ/. The non-radical element may be the first person singular inflectional prefix /ʔa-/ or /ʔu-/ or the imperative prefix /ʔi-/ or /ʔu-/, or it may be part of a pattern complex. Contrast the following. (Here, and in subsequent sections, the transcribed forms in parentheses are hypothetical "regular" forms--those one would expect if the root in question behaved

exactly like a strong root. The forms given after the colon are those which actually occur.)

		<u>?a-FMuL</u>	
Sound	<u>X</u> <u>R</u> <u>J</u>	?axruj	أَخْرَجُ 'I go out'
Initial	? ? <u>K</u> <u>L</u>	(?a?kul):?aakul	أَكُلُ 'I eat'
		<u>?u-FMiL</u>	
Sound	<u>D</u> <u>R</u> <u>K</u>	?udrik	أُدْرِكُ 'I realize'
Initial	? ? <u>M</u> <u>N</u>	(?u?min):?uumin	أُؤْمِنُ 'I believe'
		<u>?u-FMuL</u>	
Sound	<u>N</u> <u>Ḷ</u> <u>R</u>	?unḶur	أُنْظُرُ 'look!'
Initial	? ? <u>M</u> <u>L</u>	(?u?mil):?uumil	أُؤْمِلُ 'hope!'
		<u>?iFMaaL</u>	
Sound	<u>D</u> <u>R</u> <u>K</u>	?idraak	إِدْرَاكُ 'realization'
Initial	? ? <u>M</u> <u>N</u>	(?i?maan):?iimaan	إِيْمَانُ 'belief'
		<u>?aFMaL</u>	
Sound	<u>B</u> <u>S</u> <u>T</u>	?absat	أَبْطَأُ 'simpler'
Initial	? ? <u>X</u> <u>R</u>	(?a?xar):?aaxar	أَخْرُ 'other'
		<u>?aFMaaL</u>	
Sound	<u>X</u> <u>L</u> <u>Q</u>	?axlaaq	أَخْلَاقُ 'morals'
Initial	? ? <u>Ṭ</u> <u>R</u>	(?a?ṭaar):?aaṭaar	أَثَارُ 'ruins'

Three Form I verbs with initial radical ? have irregular imperative forms in which there is no imperative prefix and no trace of the radical /?/. These are أَخَذَ 'to take' (imperative خُذْ 'take!'), أَكَلَ 'to eat' (imperative كُلْ 'eat!') and أَمَرَ 'to order' (imperative مَرْ 'order!'). All the imperative forms of أَخَذَ are given below for reference.

MS	خُذْ		MP	خُذُوا
FS	خُذِي	D خُذَا	FP	خُذْنَ

In one Form VIII verb, an initial radical ʔ is assimilated to the following /t/. This verb is اِتَّخَذَ 'to take, adopt' (measures or steps), and the assimilation occurs in all the verb forms and in the participles and verbal noun:

-FtaMiL

Sound	Q R H	yaqtariḥu	يَقْتَرِحُ	'he suggests'
Initial	ʔ ʔ X	(yaʔtaxiḥu): yattaxiḥu	يَتَّخِذُ	'he takes'

(2) Medial /ʔ/. In general, roots with /ʔ/ as the middle radical are like strong roots. In only a few specific cases does the /ʔ/ show instability. First, the verb سَأَلَ 'to ask' (root S ʔ L) has, besides its regular imperative forms إِسْأَلْ , إِسْأَلِي and so on, a set of irregular imperative as follows:

MS	سَلْ		MP	سَلُوا
FS	سَلِي	D سَلَا	FP	سَلْنَ

Second, the verb رَأَى 'to see' (root R ʔ Y) has imperfect forms with no ʔ: يَرَى 'he sees', يَرَوْنَ 'they see', and so on (imperfect endings are like those of يَلْقَى 'to find'); and the following imperative forms (which are rarely used):

MS	رْ ، رَهْ		MP	رُوا
FS	رِي	D رِيَا	FP	رَيْنْ

Third, a few nouns with ʔ in middle position have broken plurals without it, for example:

بُئْرُ	'well'	أَبَارُ	'wells'
رَأْيُ	'opinion'	آرَاءُ	'opinions'

(3) Final /ʔ/. With rare exceptions, roots with ʔ as the final radical are like strong roots.

القسم الثالث : الاصغاء والفهم

ا - ادرس الكلمتين التاليتين واستمع الى القطعة الاولى المسجلة ثم
اعمل بما في تمرين ٩ من كتاب التمارين .

مثالي 'ideal' جهاز 'set, apparatus'

ب - استمع الى القطعة الثانية المسجلة واعمل بما جاء في تمرين ١٠ في
كتاب التمارين .

ج - للاصغاء فقط . استمع الى الاذان والصلاة المسجلين على الشريط .

القسم الرابع : المراجعة

تمرين ١١ ، ١٢ في كتاب التمارين

القسم الخامس : المطالعة الموسعة

أقرأ القطعة التالية وأجب على الاسئلة
الخاصة بها في تمرين ١٣ من كتاب
التمارين . لاحظ أن الاسئلة الثلاثة
الاولى تتناول موضوع الفقرات الثلاث
الاولى من القطعة .

Read the following passage and then
answer the questions based on it in
drill 13 of the workbook. The first
three questions deal with the central
ideas of the first three paragraphs
respectively.

forgiveness

بين "رسالة الغفران" لأبي العلاء المعري
و " الكوميديا الالهية " لدانتي

theory

(يَبْحَثُونَ)

borrowed

nationalistic

comparison

original

truly

similarities

mentalities;
dogmas

revelation

Mohammed's mid-
night journey to
the seven heavens

منذ أن طلع المستشرق الاسباني ميغيل آسين بالاثيوس
عام ١٩١٩ بنظريته عن أثر رسالة الغفران للمعري في
الكوميديا الالهية أخذ كتاب كثيرون في الغرب والشرق على
السواء يناقشون هذه النظرية . ولكنها نالت عندنا نحن
العرب أهمية كبرى . فقال جورج زيدان (١٨٦١ - ١٩١٤)
إن دانتى اقتبس من رسالة الغفران وأكد ذلك غيره من
الكتاب العرب . لقد أصبحت القضية عندنا قضية تعصب قومي
أكثر منها قضية دراسة حقيقية ، ومقارنة علمية والسبب في
ذلك أن أكثر الذين آمنوا بنظرية بالاثيوس لم يدرسوا
الكوميديا الالهية في نصها الأصلي ولا في ترجماتها الموثوقة .
حقاً ان رسالة الغفران رحلة الى العالم الآخر ، وكوميديا
دانتي رحلة الى العالم الآخر كذلك ، وفي رسالة الغفران
حديث مع أهل العالم الآخر ، وفي الكوميديا الالهية حديث
مع سكان العالم الآخر . وعند هذا الحد تنتهي أهم
نقاط التلاقي بين العملين الأدبيين . ثم يختلف كل شيء
بعدهما اختلافا كبيرا جدا : تختلف العقليتان ، والعقيدتان
بين الرجلين كما يختلف المضمون والاهداف ، والتفاصيل
والاساليب ، بين الأثرين الأدبيين . أما الرحلات الى
العالم الآخر فهي أقدم من المعري بكثير جداً ، لقد سبقه
اليها هوميروس وفرجيل وغيرهما من الشعراء ، وسبقه اليها
القديس يوحنا في رؤياه كما سبقته اليها قصة
الإسراء والمُزاج ، وعشرات القصص التي تتصل بهذه الرحلات

الى عالم ما بعد القبر . ومما لا شك فيه أن دانتي كان
على علم بإلياذة هوميروس ، وإنياذة فرجيل ورؤيا يوحنا ،
أو غيرها من الاعمال .

لا نستطيع هنا أن نلخص رسالة الغفران والكوميديا الالهية

ونذكر أوجه الخلاف بينهما ، ولكننا نكتفي بآراء بعض
الذين درسوا العملين في لغتيهما الاصيلتين ، وأصـدروا

احكامهم عن إدراك . ولعلّ الدكتور بِنْت الشَّاطِئ هي أهم
من ناقش القضية مناقشة علمية في كتابها "رسالة الغفران"

ومما قالته : ان العنصر الاصيل في الجنة عند دانتي هو
الأرواح لا الأجسام ، وذلك ما لا نجده في جنة أبي العلاء المعري.

وأضافت قائلة : لقد لمحت في جنة دانتي العالية تصويرا
للفكرة المسيحية ... لكن شيئا من ذلك لم يذكرني بالغفران
في جنته التي تسود فيها الملذات المادية ... الكوميديا

جد خالص وعاطفة انسانية حارة ، والغفران شهوة مصورة
في تهكم على بعض معتقدات البشر وأحلامهم ... !
وفي جنة دانتي تشعر انك في السماء ، وطريقك اليها أن

تصعد بقوة الهية ، ولست تسمع هناك شيئا عن الطعام أو الشراب
أو النساء ، وانما الحديث عن النور والروح والالهيات ... أما

في جنة أبي العلاء ، فأنت لا تحسّ بالسماء ، بل ترى صورة من
دنيانا كما تخيّلها شاعر ضير محروم ، وفيها الشيء الكثير
من الملذات الماديّة .

من هذه الآراء وغيرها ، نستطيع أن نتأكد من أن دانتي

لم يتأثر بالغفران ، رغم كل ما قيل في ذلك من أقوال ...

وانما أبدع كوميديته بخياله وعبقريته .
created; genius

بقلم عيسى الناعوري ، "أدباء الشرق والغرب" ، (بيروت ١٩٦٦) ص ١١٤ - ١٢٢

الدرس السابع

القسم الأول : الصحافة العربية ودورها في النهضة الحديثة

أ - الجمل التمهيدي

- ١ - للصحافة دور مهم في كل مجتمع . The press has an important role in every society.
(صحافة)
(كور - أذوار)
- ٢ - وقد ساعدت عوامل كثيرة على ازدهارها . Many factors have helped it to flourish.
(عامل - عوامل)
(إزدهار - إزدهار)
- ٣ - ومن أهم هذه العوامل الطباعة والتقدم العلمي وازدياد عدد القراء . Among the most important of these factors are printing, scientific progress, and increase in the number of readers.
(طباعة)
- ٤ - وتلعب الصحافة دورا كبيرا في توجيه الرأي العام . The press plays a significant role in guiding public opinion.
(لعب - لعب / لعب)
(وجه - توجيه - توجيهات)
- ٥ - كما أنها تعبر عن آراء الناس وتتناول شؤونهم سواء كانت عامة أم خاصة وتناقش سياسة الحكومة في الداخل والخارج . Moreover, it expresses people's opinions and deals with their concerns, whether public or private, and discusses the internal and external policy of the government.
(شأن - شؤون)
(ناقش - مناقشة - مناقشات)
- ٦ - وكل صحيفة تحتوي عادة على مقالات تهم العامل والفلاح والطالب وغيرهم ... Every newspaper usually contains articles which interest the worker, the farmer, the student and others.
(صحيفة - صحف / صحائف)
(احتوى على - احتوا)
(عامل - عمال)
(فلاح - فلاحون)

٧ - ونجد فيها ايضا الانباء العالمية والمحلية
والاعلانات المختلفة وبرامج الاذاعة

والتلفزيون .

(نَبَأٌ - اَنْبَاءٌ)

(اُعْلَنَ ، اِعْلَانٌ ، اِعْلَانَاتٌ)

(بَرْنَامَجٌ - بَرَامِجٌ)

٨ - ويسهم في تحرير الصحف عدد من

الكتاب وبينهم من يعلق على الكتب

الحديثه والمسرح والسينما .

(اُسْهَمَ فِيْ ، اِسْهَامٌ)

(حَرَّرَ ، تَحْرِيرٌ)

(عُلِقَ عَلَى ، تَعْلِيْقٌ ، تَعْلِيْقَاتٌ)

(مَسَرَّحٌ - مَسَارِحٌ)

٩ - وقد يكون لها مراسلون في بعض اقطار

مختلفة من العالم .

(قَطَرٌ - اَقْطَارٌ)

١٠ - واعتادت الصحف الكبرى تخصيص بعض

اقسامها لموضوعات معينة كالادب والاقتصاد

والصناعة .

(اِعْتَادَ ، اِعْتِيَادٌ)

(مَعَيَّنَ)

١١ - وقد شهدت الصحافة تطورات عظيمة في

السنوات الاخيرة في الطباعة وطريقة

الحصول على الاخبار في مختلف اقطار

العالم .

(شَهِدَ ، شُهُودٌ)

١٢ - وأصبح لها أثر فعال في نقل ما يجري

كل يوم من احداث في العالم الى

القرءاء في كل مكان .

We also find in it world and local news,
various advertisements, and radio and
television programs.

A number of writers contribute to the
editing of newspapers; among them are
those who comment on new books, the
theatre and the cinema.

Newspapers might have reporters in
some regions of the world.

The great newspapers have become
accustomed to devoting some of their
sections to certain topics such as
literature, economics and industry.

The press has witnessed great develop-
ments in recent years in printing and
in the method of obtaining news from
various parts of the world.

It has come to have an effective influ-
ence on the transmitting of events that
occur every day throughout the world to
readers in every locality.

(اَثَرٌ فِي)
(فَعَالٌ)

ب - النص الأساسي

مقدمة :

تعد الصحافة عاملا مهما من عوامل النهضة الحديثة في العالم العربي وقد بدأت بالظهور أول الأمر في مصر ثم انتشرت في البلاد العربية الأخرى . وساعدت على نشر الأفكار الجديدة وتطور أساليب الكتابة . وتعطينا القطعة التالية صورة عامة عن تاريخ الصحافة وبعض الصحف المشهورة في العالم العربي .

شهد العالم العربي منذ بدء القرن التاسع عشر ، نهضة فكرية ، اسهم في بنائها عدد من العوامل كالصحافة والطباعة والتأليف والترجمة والتعليم بمختلف مراحله . وقد لعبت الصحافة دورا مهما في ازدهار هذه النهضة .

campaign

ولدت أول صحيفة عربية في مصر عام ١٨٠٠ أثناء الحملة الفرنسية عندما أمر نابليون باصدار صحيفة سميت بـ " التنبيه " لنشر اخبار مصر وازاعة أوامر الحكومة بمن *أبناء الشعب . وفي أيام محمد علي والي مصر ، ظهرت صحيفة " الوقائع المصرية " سنة ١٨٢٨ وكانت الصحيفة الرسمية للدولة ولها أثر كبير في تطوير الكتابة العربية . ومن الكتاب الذين أسهموا

governor

في تحريرها رفاعة الطهطاوي ، والامام محمد عبده ، وسعد زغلول وغيرهم . ولانتزال تصدر حتى اليوم كصحيفة رسمية . ومن أهم الصحف التي ظهرت في مصر في القرن التاسع عشر ، ومانزال تصدر حتى الآن صحيفة " الأهرام "

Alexandria

القاهرة التي ظهرت أول الأمر في مدينة الإسكندرية عام ١٨٧٥ .

وكانت صحيفة " الجوائب " التي أصدرها في إستانبول أحمد فارس الشدياق ١٨٦٠ من أكثر الصحف تأثيرا وأحسنها توجيها في الكتابة العربية في ذلك الوقت ، وقد انتشرت انتشارا عظيما في المشرق العربي والاسلامى

فكان يقرأها حكام العرب ، وعلمائهم ، وأدباؤهم فى جميع أقطارهم .
وأستمرت تصدر حتى ١٨٨٣ .

وشملت النهضة الصحافية معظم الأقطار العربية ، وفى سوريا ولبنان ، صدرت
عدد من الصحف كصحيفة " حَديقَةُ الأَخْبَار " (بسموت ١٨٥٨) و " نَفِيرُ سوريا " (بسموت ١٨٦٠) و " سوريا " (دمشق ١٨٦٥) وفى الجزائر ظهرت " المَبَشِّر " (١٨٤٧) وفى العراق " الزَّوْرَاء " (بغداد ١٨٦٩) وفى فِلَسْطِين " القُدْس " (١٩٠٨) .

ومن الصحف العربية الواسعة الانتشار اليوم " الأهرام " و " الجُمهُورِيَّة " (القاهرة) ، و " الشُّوْرَة " و " الجُمهُورِيَّة " (بغداد) و " النِّهَار " و " الحَيَاة " (بسموت) ، و " العَمَل " (تونس) ، و " القَلَم " (الرباط) و " المُجَاهِد " (الجزائر) .

والصحيفة العربية - كغيرها من صحف العالم - تحتوي على موضوعات وأخبار
*متنوعة وإعلانات مختلفة ففيها الإِفْتِتَاحِيَّاتُ التى تناقش سياسة الحكومة فى الداخل
editorials
local
والخارج والانباء العالمية والمَحَلِّيَّةُ والتعليقات على الشؤون السياسية والاقتصادية .
كما أن الصحف تخصص ركنا أو صفحة لموضوع معين كالأدب والمسرح والسينما
وسرامج الاذاعة والتليفزيون والمرأة والعمال والفلاحين ^ووالطلبة ورسائل القراء .
ومما يجب ذكره أن الصحافة شاركت مشاركة فعالة فى الحياة الحزبية فى
العالم العربى . فقد اعتاد كل حزب سياسى ان يصدر جريدة أو أكثر
من جريدة تعبر عن سياسته وتعمل على نشر مبادئه .

تمرين ١ : اسئلة وأجوبة

أجب على الاسئلة التالية :

- ١ - متى بدأت النهضة الفكرية فى العالم العربى ؟
- ٢ - ما هى العوامل التى أسهمت فى قيام هذه النهضة الفكرية ؟
- ٣ - متى ظهرت أول صحيفة باللغة العربية ؟ وما أسمها ؟

- ٤ - اين صدرت هذه الصحيفة ؟
- ٥ - من الذى أمر باصدارها ؟ ولماذا ؟
- ٦ - متى ظهرت " الوقائع المصرية " لأول مرة ؟
- ٧ - من كان والي مصر حينما صدرت " الوقائع المصرية " ؟
- ٨ - أذكر أشهر الكتاب الذين أسهموا فى تحريرها .
- ٩ - متى صدرت الأهرام أول الأمر ؟ واين ظهرت ؟
- ١٠ - من الذى أصدر صحيفة " الجوائب " ؟
- ١١ - اين صدرت " الجوائب " ؟
- ١٢ - متى ظهرت " الجوائب " لأول مرة ؟
- ١٣ - هل كانت لها مكانة هامة ؟ ولماذا ؟
- ١٤ - متى اصدرت جريدة " الجوائب " آخر عدد لها ؟
- ١٥ - اين صدرت "المبشّر" ؟ ومتى ؟
- ١٦ - اين ظهرت جريدة " القدس " ؟
- ١٧ - ما هي أكبر الصحف اللبنانية اليوم ؟
- ١٨ - ما هي أهم الصحف فى مصر ؟
- ١٩ - اين تصدر جريدة " المجاهد " ؟
- ٢٠ - ما هي أوسع الصحف انتشارا فى تونس ؟
- ٢١ - ما هي محتويات الصحف عادة ؟
- ٢٢ - هل شاركت الصحافة فى الحياة الحزبية فى العالم العربي ؟ وكيف ؟
- ٢٣ - لماذا تصدر الاحزاب السياسية جرائد خاصة بها ؟

القسم الثاني : القواعد

أ - الـ حال :

A.

A hal is a construction of the following types, modifying a noun or a pronoun:

(1) A participle in the indefinite accusative, with or without modifiers:

دَخَلَ الرَّجُلُ مَبْتَسِمًا • 'The man entered smiling.'

(2) A clause beginning with an indicative verb:

دَخَلَ يَبْتَسِمُ • 'He entered smiling.'

(3) A clause beginning with وَ plus a noun or independent pronoun, and an indicative verb:

دَخَلَ وَهُوَ يَبْتَسِمُ • 'He entered smiling.'

اسْتَمَعَ وَقَلْبُهُ يَطِيرُ شَوْقًا • 'He listened, his heart leaping with longing.'

خَرَجَ وَقَدْ أَقْبَلَ الصَّبَاحُ • 'He went out, the morning having dawned.'

(4) An equational sentence introduced by وَ :

دَخَلَ وَعَلَى وَجْهِهِ ابْتِسَامَةٌ • 'He entered with a smile on his face.'

(5) A clause beginning with وَقَدْ and a perfect-tense verb:

دَخَلَ وَقَدْ قَرَأَ رِسَالَتَهَا • 'He entered, having read her letter.'

(6) The word وَحْدَهُ with a pronoun suffix ('alone, by ___self'):

دَخَلَ وَحْدَهُ • 'He entered alone.'

(7) (Rarely) a verbal noun in the indefinite accusative:

أَخَذْتُ ذَلِكَ مِنْهُ سَمْعًا • 'I received that from him by hearing.'

حَضَرَ مَشْيًا • 'He came, walking'

In uses (1), (2), and (6) above, the participle, indicative verb, or pronoun suffix respectively must agree with the person or thing modified.

تمرين ٢ في كتاب التمارين •

B.

ب - ما / مَنْ مِّنْ ... مِّنْ

Note the following two Arabic constructions:

الكتب التي قرأتها

ما قرأت من كتب (أو من الكتب)

The two are roughly equivalent in meaning, and are both best translated into English as 'the books which I have read'. The second means literally 'what I have read in the way of books'. This construction is extremely common.

The relative مَنْ also occurs in constructions of this sort, for example

الكتاب الذين اعرفهم .
مَنْ اعرف مِنْ كتاب (أو مِنْ الكتاب) .

both of which can be translated 'the writers I know'. Here مَنْ is used instead of مَا because the reference is to human beings. Both مَا and مَنْ take third person masculine singular agreement. When مَا or مَنْ refers to the direct object of a verb, the pronoun suffix referring to the object is optional. Thus one may say either of the following:

مَا قرأته مِنْ كتب . 'the books I have read'
مَا قرأتُ مِنْ كتب . " " " " "

If it refers to the object of a preposition, however, the pronoun suffix is obligatory:

مَا احتاجُ اليه مِنْ كتب . 'the books I need'

تمرين ٣ في كتاب التمارين .

C. The Adjective used as a noun.

ج - الصفة المستعملة اسما :

Adjectives characteristically modify nouns. They may also be used like nouns for example as subject or object of the verb. In the phrase من مختلف أقطار العالم 'from the various countries of the world' the active participle مختلف is the first member of an idafa. Used as a noun, it does not agree with any following noun, but probably means 'that which is different'. It is equivalent to من اقطار العالم In the same way مجرد 'mere' and كثير من 'a lot of, much, many' are unvarying, as in

ليست هي مجرد عواطف . 'They are not mere emotions.'

اشترى كثيرا من الكتب .
اشترى كتبا كثيرة . } 'He bought a lot of books.'

D.

The principal use of the verb كان is to indicate the time context of a sentence, with the perfect tense denoting past time and the imperfect tense denoting future. Illustrations:

Past : كان مدرّسا 'He was a teacher.' • كان مريضا 'He was sick.'
Present: هو مدرّس 'He is a teacher.' • هو مريض 'He is sick.'
Future : سيكون مدرّسا 'He will be a teacher.' • سيكون مريضا 'He will be sick.'

With all other verbs in Arabic the perfect tense denotes an event: an act or a change in condition, e.g. كَبُرَ 'he became big, he grew up', مَرِضَ 'he got sick'. For this function كان in past time is replaced by أَصْبَحَ 'to become, to come to be', thus:

كان مدرّسا •	'He was a teacher.'
أصبح مدرّسا •	'He became a teacher.'
كان لها اثر كبير •	'It had great influence.'
أصبح لها اثر كبير •	'It came to have great influence.'
كان عنده شك كبير في ذلك •	'He had great doubt about it.'
أصبح عنده شك كبير في ذلك •	'He began to have great doubt.'
سيكون عنده شك في ذلك •	'He will have doubts about it.'
سيصبح عنده شك في ذلك •	'He will begin to have doubts about it.'

ه - تمارين عامة :

تمرين ٤ : ملء الفراغ

A verb may take its own verbal noun in the indefinite accusative to reinforce its meaning; the verbal noun so used is called the cognate accusative. The cognate accusative may itself be modified by an adjective, phrase or clause, in which case the entire cognate accusative phrase has the function of adverbial expression of manner or degree.

املاً الفراغ بمصدر الفعل في كل جملة من الجمل التالية مستعملاً الكلمة

الموجودة بين قوسين ، كما في المثال التالي:

شاركت الصحافة العربية في الحياة . The Arab press participated in party life.

الحزبية - - - - - (فَعَّال)

شاركت الصحافة العربية في الحياة The Arab press participated effectively

الحزبية مُشَارِكَةً فَعَّالَةً . in party life.

- ١- أسهم التعليم في النهضة الفكرية العربية - - - - - (قوي)
- ٢- ساعدت الصناعة على تطوير اوربا - - - - - (فَعَّال)
- ٣- انتشرت صحيفة الاهرام - - - - - (واسع)
- ٤- يَسَّرَت الطباعة انتشار الكتب والصحف - - - - - (عظيم)
- ٥- زادت الحكومة عدد المدارس المهنية - - - - - (كبير)
- ٦- تنظَّم المرأة عادة مطبخها - - - - - (راعي)
- ٧- تتعاون الاقطار العربية في النواحي الزراعية - - - - - (مُنْتَجِع)
- ٨- لقد دَلَّت اقواله على معرفته بالموضوع - - - - - (واضح)
- ٩- كان افراد القبيلة العربية يخضعون لرئيسهم - - - - - (تام)
- ١٠- صَوَّر الشعر الجاهلي الحياة العربية - - - - - (جميل)

تمرين ٥: تحويل

حوَّل "المضاف اليه" الذي تحته خط الى "ضمير" كما في المثال التالي:

كانت "الجَوَائِبُ" اكثر الصحف تأثيرا "Al-Jawa'ib" was the most influential of the newspapers and the best of the newspapers in providing guidance. وَأَحْسَنَ الصُّحُفِ تَوْجِيهًا . ←

كانت "الجَوَائِبُ" اكثر الصحف تأثيرا "Al-Jawa'ib" was the most influential of the newspapers and the best of them in providing guidance. وَأَحْسَنَهَا تَوْجِيهًا .

- ١- تُعَدُّ "الاهرام" من اوسع الصحف العربية انتشارا واكثر الصحف العربية قراء .
- ٢- الكُؤِيَّت من اصغر الاقطار العربية واغنى الاقطار العربية .
- ٣- بيروت من اجمل المدن العربية ومن احدث المدن العربية .

٤- كانت بَغْدَاد في العصر العباسي اكبر المدن الاسلامية واشهر المدن الاسلامية •

٥- كانت قصائد الخنساء من اروع القصائد العربية لغة وإيجل القصائد

العربية اسلوبا •

٦- كان النبي مُحَمَّدٌ اكرم العرب خلقا واعظم العرب ايمانا •

٧- كان عَلِيُّ بْنُ أَبِي طَالِبٍ من اعظم الناس شجاعة واروع الناس اسلوبا •

٨- إِحْسَانُ عَبْدِ الْقُدُّوسِ من اشهر الكتّاب المصريين واكثر الكتّاب المصريين

انتاجا •

٩- لقد قرأت قصة من اقصر القصص المصرية وابسط القصص المصرية •

١٠- ان ما طبخته امس كان من أَلذِّ الأكلات واحسن الأكلات بالنسبة لي •

تمرين ٦ في كتاب التمارين •

F. Roots. II (continued)

و - الجذور (تتمة)

d. Weak roots.

Weak roots are those in which one or more of the radicals is W or Y.

These roots are characterized by the instability of their weak radicals. This means that in a set of words with the same root, both a radical W and a radical Y may appear in some of the words as a consonant /w/, or as a consonant /y/, or as a /ʔ/, or merged with one of the vowels of the prefix or the pattern to form a long vowel, or totally absent. Here, for example, is a list of the various ways in which the radical W of the root Q W M may appear. Contrast these with the unchanging T in a sound root like K T B:

FaML	katb	كُتِبَ	'writing'
	qawm	قَوْمٌ	'people'
FiMaaL	kitaab	كِتَابٌ	'book'
	(qiwaam): qiyaam	قِيَامٌ	'rising'
FaaMiL	kaatib	كَاتِبٌ	'writer'
	(qaawim): qaaʔim	قَائِمٌ	'standing'

FaMaL	kataba	كَتَبَ	'he wrote'
	(qawama): qaama	قَامَ	'he stood'
-FMuL	yaktubu	يَكْتُبُ	'he writes'
	(yaqwumu): yaquumu	يَقُومُ	'he stands'
FiMLa	kitba	كِتَابَةٌ	'writing'
	(qiwwa): qiima	قِيَمَةٌ	'value'
-FMuL	?u-ktub	اُكْتُبْ	'write!'
	(?u-qwum): qum	قُمْ	'stand!'

In many cases these irregularities result from the operation of quite regular phonological rules; for example the hypothetical sequence /-awa-/ becomes /-aa-/, and this explains a form like قَامَ. In some cases, however, words with weak roots show irregularities of a less general nature, and these must be learned individually. Both types are discussed below, according to the position of the weak radical in the root.

(1) Initial W and Y. (assimilated) An initial radical W or Y, in the sequence -uWC- or -uYC-, combines with the preceding vowel to form a long vowel /uu/, for example in the passive imperfect of Form I verbs. Contrast:

		<u>-FMaL</u>	
Sound	<u>X</u> <u>L</u> <u>T</u>	yuxlat	يُخْلَطُ 'it is mixed'
Initial <u>W</u>	<u>W</u> <u>J</u> <u>D</u>	(yuwjad): yuujad	يُوجَدُ 'it is found'

In all Form VIII verbs, participles, and verbal nouns, an initial radical W or Y assimilates to the following /t/, forming /tt/. Contrast:

		<u>muFtaMiL</u>	
Sound	<u>X</u> <u>L</u> <u>F</u>	muxtalif	مُخْتَلِفٌ 'various'
Initial <u>W</u>	<u>W</u> <u>H</u> <u>D</u>	(muwtahid): muttahid	مُتَّحِدٌ 'united'

In the sequence -iWC- or -iYC (where C is not the /t/ of Form VIII as above), an initial radical W or Y combines with the preceding vowel to form a long vowel /ii/. This situation arises in verbal nouns of Form IV and X. Contrast:

?iFMaaL

Sound	<u>D</u> <u>R</u> <u>K</u>	?idraak	إِذْرَاكُ	'realization'
Initial <u>W</u>	<u>W</u> <u>J</u> <u>D</u>	(?iwjaad): ?iijaad	إِيْجَادُ	'creation'

A number of important Form I verbs have imperfect and imperative stems (and in some cases also verbal noun stems) in which the initial radical W does not appear at all. Contrast:

-FMiL

Sound	<u>R</u> <u>J</u> <u>9</u>	yarji9u	يَرْجِعُ	'he returns'
Initial <u>W</u>	<u>W</u> <u>S</u> <u>F</u>	(yawṣifu):	يُصِفُ	'he describes'

(2) Medial W and Y. (hollow) The apparent complexities of the hollow verbs and other words with weak middle radicals are chiefly due to the working of regular phonological rules. A knowledge of these rules will make it much easier to determine the roots of such words and thus to make good guesses as to their meaning or, if necessary, to find them in a dictionary. In the discussion which follows, we first present two special cases, and then those covered by more general rules.

Medial W and Y become / / in the Form I active participle pattern FaaMiL:

Sound	<u>N</u> <u>Š</u> <u>R</u>	naašir	نَاشِرٌ	'spreading'
Medial <u>W</u>	<u>R</u> <u>W</u> <u>9</u>	(raawi9): raaʔi9	رَاحِعٌ	'splendid'
Medial <u>Y</u>	<u>T</u> <u>Y</u> <u>R</u>	(ṭaayir): ṭaaʔir	طَائِرٌ	'flying'

(Forms like the last two above should be distinguished from forms like سَائِلٌ 'asking' (root S ʔ L) in which the middle radical is itself ʔ. The latter are few in number.)

Medial W becomes / y/ in the sequence /-iWa-/ or /-iWaa-/, for example in the broken plural pattern FiMaL, the noun pattern FiMaal(a), and the Form VII and VIII verbal noun patterns -nFiMaal and -FtiMaal. Contrast:

FiMaaLa

Sound	<u>S</u> <u>N</u> <u>9</u>	sinaa9a	صِنَاعَة	'industry'
Medial <u>W</u>	<u>Z</u> <u>W</u> <u>R</u>	(ziwaara): ziyaara	زِيَارَة	'visit'

-FtiMaaL

Sound	<u>Q</u> <u>R</u> <u>H</u>	?iqtiraah	إِقْتِرَاح	'suggestion'
Medial <u>W</u>	<u>9</u> <u>W</u> <u>D</u>	(?i9tiwaad): ?i9tiyaad	إِعْتِيَار	'habituation'

(Note: There is one exception to this rule. In Form III verbal nouns of the pattern FiMaaL, medial W remains /w/, as in جَوَار 'conversation'.)

In the majority of other cases, both medial W and Y merge with a preceding and/or following vowel of the pattern to form a long vowel. It is important to distinguish a long vowel which is the result of such a merger from a long vowel which is itself part of a pattern. These two possibilities are illustrated by words like إِدْرَاك 'realization' and اِمْتَاَز 'to be distinguished', which look similar but have different internal structures. In ادراك, the root D R K, and the long vowel is part of the pattern iFMaaL; while in امتاز the root is M Y Z and the pattern is -FtaMaL, giving the hypothetical form /-mtaYaza/, in which the sequence /-aYa-/ merges to become the long vowel /aa/ in the actual form

امتاز . The main cases of this sort of merging are listed and illustrated below. (These changes are valid primarily in patterns connected with the verb system, including participles and verbal nouns. They apply also to certain other noun and adjective patterns, but not to all. Further, there are some verbs in which a medial radical W or Y does not undergo these changes but functions like a strong radical, for example اِسْتَجَوِب 'to interrogate').

The following sequences become /aa/:

awa	<u>Z</u> <u>W</u> <u>R</u>	(zawara): zaara	زَارَ	'he visited'
	<u>B</u> <u>W</u> <u>B</u>	(bawab): baab	بَابُ	'door'
aya	<u>B</u> <u>Y</u> <u>9</u>	(baya9a):	بَاعَ	'he sold'
awi	<u>9</u> <u>W</u> <u>D</u>	(ya9tawidu): ya9taadu	يَعْتَادُ	'he got used to'
ayi	<u>X</u> <u>Y</u> <u>R</u>	(muxtayir): muxtaar	مُخْتَار	'choosing'

(C)wa	<u>N</u> <u>W</u> <u>M</u>	(yanwamu): yanaamu	يَنَامُ	'he sleeps'
(C)ya	<u>B</u> <u>Y</u> <u>9</u>	(yubya9u): yubaa9u	يُبَاعُ	'it is sold'
	<u>T</u> <u>Y</u> <u>R</u>	(maṭyar): maṭaar	مَطَار	'airport'
(C)waa	<u>Q</u> <u>W</u> <u>M</u>	(ʔiqwaam): ʔiqaama	إِقَامَة	'sojourn'
(C)yaa	<u>F</u> <u>Y</u> <u>D</u>	(ʔistifyaad): istifaada	إِسْتِفَادَة	'utilization'

The last two items apply only to Form IV and X verbal nouns; note also that such nouns all end in /-a/ ă .

The following sequences become /ii/:

iy(C)	<u>9</u> <u>Y</u> <u>D</u>	(9iyd): giid	عِيدٌ	'feast'
iw(C)	<u>Q</u> <u>W</u> <u>M</u>	(qiwma: qiyma): qiima	قِيَمَةٌ	'value'
uwi	<u>Q</u> <u>W</u> <u>L</u>	(quwila): qiila	قِيلَ	'it was said'
uyi	<u>B</u> <u>Y</u> <u>9</u>	(buyi9a): bii9a	بِيعَ	'it was sold'
(C)wi	<u>Ṣ</u> <u>W</u> <u>R</u>	(yuṣwiru): yuṣiiru	يُشِيرُ	'he points'
(C)yi	<u>F</u> <u>Y</u> <u>D</u>	(mustafyid): mustafiid	مُسْتَفِيدٌ	'benefitting'
(C)yu	<u>B</u> <u>Y</u> <u>—</u>	(mabyuu9): mabii9	مُبِيعٌ	'sold'

The last item applies only to Form I passive participles.

The following sequences become /uu/:

uw(C)	<u>R</u> <u>W</u> <u>H</u>	(ruwh): ruuh	رُوحٌ	'spirit'
(C)wu	<u>Ṣ</u> <u>W</u> <u>M</u>	(yaṣwumu): yaṣuumu	يُصُومُ	'he fasts'
(C)wu	<u>Z</u> <u>W</u> <u>R</u>	(mazwuur): mazuur	مَزُورٌ	'visited'

The last item applies to Form I passive participles.

The operation of the three rules just cited brings into being a large number of stems ending in a consonant preceded by a long vowel, for example the perfect tense stem /-xtaar-/ of the verb اِخْتَارَ 'to choose'. Once created, such stems are affected by the operation of another phonological rule valid throughout the language (with one exception noted below), which states: A long vowel does not occur followed by two consonants, or by a doubled consonant, or by a single

consonant at the end of a word; in such environments it is replaced by a short vowel. This rule mainly affects (hollow) verb stems with their various inflections, for example the long vowel of /-xtaar-/, remains unchanged when suffixes beginning with a vowel are added, as in اِخْتَارَ 'he chose' and اِخْتَارُوا 'they chose', but is replaced by /a/ /-xtar-/ when suffixes beginning with a consonant are added, as in اخْتَرْتُ 'I chose' and اخْتَرْنَا 'we chose'. Similarly the imperfect stem /-xtaar-/ becomes /-xtar-/ before the zero jussive ending, as in لَمْ يَخْتَرْ 'he has not chosen'. The identity of the short vowel which replaces a long vowel in these cases is predictable as follows:

/aa/ becomes /u/ in the perfect stem of Form I verbs whose imperfect stem has /uu/: قَالَ (يَقُولُ) 'he said' but قُلْتُ 'I said'.

/aa/ becomes /i/ in the perfect stem of Form I verbs whose imperfect stem has /ii/ or /aa/: بَاعَ (يَبِيعُ) 'he sold' but بَيْعْتُ 'I sold'
 نَامَ (يَنَامُ) 'he slept' but نِمْتُ 'I slept'.

Elsewhere each of the three long vowels becomes its corresponding short vowel.

يَقُولُ 'he says' but لَمْ يَقُلْ 'he did not say'; تَبِيعُ 'she sells' but أَبِيعْنَ 'they (fem.) sell'; أَرَادَ 'he wanted' but أَرَدْتُ 'I wanted'; زِيرَ 'he was visited' but زُرْتُ 'I was visited'.

The one exception to the general phonological rule just discussed is that the long vowel /aa/ does occur before a double consonant. This sequence is especially common in the Form I active participle (pattern FaaMiL) of doubled verbs (where the short vowel /i/ between two consonants is dropped), for example هَامٌ 'important' or خَامٌ 'special'.

(3) Final W and Y. (defective) In final position also, the weak radicals W and Y are subject to general phonological rules. As before, we present some special cases first and then the more comprehensive ones.

Final W and Y become /ʔ/ after /aa/, for example in the plural pattern aFMaaL and the verbal nouns of Forms IV, VII, VIII and X:

Sound	<u>X</u> <u>L</u> <u>Q</u>	?axlaaq	أَخْلَاقُ 'morals'
Final <u>W</u>	<u>9</u> <u>A</u> <u>W</u>	(?a9daaw): a?daa?	أَعْدَاءُ 'enemies'
Sound	<u>K</u> <u>M</u> <u>L</u>	?ikmaal	إِكْمَالُ 'completing'
Final <u>Y</u>	<u>X</u> <u>F</u> <u>Y</u>	(?ixfaay): ?ixfaa?	إِخْفَاءُ 'hiding'

The sequence /uww/ becomes /uww/, for example in the pattern FaMuuL or the Form I passive participle pattern maFMuuL.

Sound	<u>R</u> <u>S</u> <u>L</u>	rasuul	رَسُولُ 'messenger'
Final <u>W</u>	<u>9</u> <u>D</u> <u>W</u>	(9aduww): 9aduww	عَدُوٌّ 'enemy'

The sequences iyy, iiw, and uuy all become iyy, for example in the pattern FaMiL(a) and the Form I passive participle pattern maFMuuL.

Sound	<u>S</u> <u>F</u> <u>R</u>	safiir	سَافِيرُ 'ambassador'
Final <u>Y</u>	<u>X</u> <u>F</u> <u>Y</u>	(xafiyy): xafiyy	خَفِيٌّ 'hidden'
Final <u>W</u>	<u>N</u> <u>B</u> <u>W</u>	(nabiiw): nabiiy	نَبِيٌّ 'prophet'
Sound	<u>B</u> <u>9</u> <u>9</u>	mab9uu9	مَبْعُوثٌ 'sent'
Final <u>Y</u>	<u>B</u> <u>N</u> <u>Y</u>	(mabnuuy): mabniyy	مَبْنِيٌّ 'built'

The sequences aWa and aYa become /aa/ before feminine /t/ (ة), for example in the pattern FaMaLa and the feminine forms of all derived past participles.

Sound	<u>H</u> <u>R</u> <u>K</u>	ḥarakat	حَرَكَةٌ 'vowel'
Final <u>W</u>	<u>S</u> <u>L</u> <u>W</u>	(ṣalawat): ṣalaat	صَلَاةٌ 'prayer'
Sound	<u>N</u> <u>Ḍ</u> <u>M</u>	munaḍḍamat	مُنَظَّمَةٌ 'organized'
Final <u>W</u>	<u>Ḡ</u> <u>T</u> <u>W</u>	(muḡaṭṭawat): muḡaṭṭaat	مُغَطَّاةٌ 'covered'
Final <u>Y</u>	<u>S</u> <u>M</u> <u>Y</u>	(musammayat): musammaat	مُسَمَّاةٌ 'called'

The rules given thus far are to be distinguished from those which follow in that the former produce stems which then remain unchanged no matter what inflectional endings are added: the dividing line between the stem and the ending is always clear. In the rules to be illustrated below, on the other hand, the final radical W or Y may merge not only with the preceding vowel of the pattern but also with

the following vowel(s) of various inflectional suffixes, so that the line between stem and suffix is often very difficult to determine. It is the operation of these rules which gives rise to defective verbs, such as دَعَا 'to call', to defective nouns and adjectives, such as قَاهِي 'coffee house' and to indeclinable nouns and adjectives, such as مقهى 'coffee house'. Following are the main cases.

Final W becomes Y after /i/, for example in the Form I perfect passive stem

pattern FuMiL-:

Sound	<u>B</u> <u>L</u> <u>G</u>	buliga	بُلِغَ	'it was reached'
Final <u>W</u>	<u>D</u> <u>9</u> <u>W</u>	(du9iwa): du9iya	دُعِيَ	'he was called'

The sequence /iy/ resulting from this change is then also subject to the same changes which affect an original /iy/, as described below.

The following sequences become /aa/: (Here, and subsequently, the hyphens in the hypothetical forms show the division between a stem and an inflectional suffix.)

aw-u	<u>R</u> <u>B</u> <u>W</u>	(ribaw-u): ribaa	الرِّبَا	'the usury' (nom.)
aw-i	<u>R</u> <u>B</u> <u>W</u>	(ribaw-i): ribaa	الرِّبَا	" " (gen.)
aw-a	<u>R</u> <u>B</u> <u>W</u>	(ribaw-a): ribaa	الرِّبَا	(acc.)
ay-u	<u>L</u> <u>Q</u> <u>Y</u>	(yalqay-u): yalqaa	يَلْقَى	'he meets'
	<u>9</u> <u>N</u> <u>Y</u>	(ma9nay-u): ma9naa	المَعْنَى	'the meaning' (nom.)
ay-i		(ma9nay-i): ma9naa	المَعْنَى	" " (gen.)
ay-a		(ma9nay-a): ma9naa	المَعْنَى	(acc.)

This long /a / then becomes short /a/ before the final /n/ of nunation, according to the rule cited in (2) above; thus riban رِبَا 'usury' (all cases) and ma9nan مَعْنَى 'meaning' (all cases). It also becomes short /a/ before /t/ in the sequences aw-at and ay-at of the third person feminine singular perfect tense forms: (banay-at: banaat): banat بَنَتْ 'she built' and the corresponding dual forms: بَنَتَا 'they built' (f.d.).

The following sequences become /ii/:

iy-(C) <u>Y</u> <u>N</u> <u>Y</u>	(ya ⁹ niy-na): ya ⁹ niina
iw-(C) <u>D</u> <u>9</u> <u>W</u>	(du ⁹ iw-tu): du ⁹ iitu
iw-u <u>R</u> <u>J</u> <u>W</u>	(raajiw-u): raajii
iw-i	(raajiw-i): raajii
iy-u <u>B</u> <u>N</u> <u>Y</u>	(yabniy-u): yabnii
<u>B</u> <u>Q</u> <u>Y</u>	(baaqiy-u): baaqii
iy-i	(baaqiy-i): baaqii
iy-ii <u>B</u> <u>N</u> <u>Y</u>	(tabniy-iina): tabniina

يَعْنِينَ	'they mean' (f.p.)
دُعِيتُ	'I was called'
الرَّاجِي	'the hopeful' (nom.)
الراجي	" " (gen.)
يَبْنِي	'he builds'
الباقِي	'the remaining' (nom.)
الباقِي	" " (gen.)
تَبْنِينَ	'you build' (f.s.)

This long /ii/ becomes short /i/ before the final /n/ of nunation: raajin

رَاجٍ 'hopeful' (nom. and gen.); baaqin

باقٍ 'remaining' (nom. and gen.).

The following sequences become /uu/:

uw-(C) <u>R</u> <u>J</u> <u>W</u>	(yarjuw-na): yarjuuna
uw-u	(yarjuw-u): yarjuu
uw-uu	(yarjuw-uuna): yarjuuna
iy-uu <u>L</u> <u>Q</u> <u>Y</u>	(laqiy-uu): laquu
<u>B</u> <u>N</u> <u>Y</u>	(yabniy-uuna): yabnuuna
<u>B</u> <u>Q</u> <u>Y</u>	(baaqiy-uuna): baaquuna

يَرْجُونَ	'they hope' (f.p.)
يَرْجُو	'he hopes'
يَرْجُونَ	'they hope' (m.p.)
لَقُوا	'they met'
يَبْنُونَ	'they build'
بَاقُونَ	'remaining' (m.p.)

The following sequences become /aw/:

aw-uu <u>D</u> <u>9</u> <u>W</u>	(yud ⁹ aw-uuna): yud ⁹ awna
<u>R</u> <u>B</u> <u>W</u>	(murabbaw-uuna): murabbawna
ay-uu <u>L</u> <u>Q</u> <u>Y</u>	(yalqay-uuna): yalqawna
<u>Š</u> <u>R</u> <u>Y</u>	(muštaray-uuna): muštarawna

يُدْعَوْنَ	'they are called'
مُرَبَّوْنَ	'educated' (m.p.)
يَلْقَوْنَ	'they meet'
مَشْتَرَوْنَ	'bought' (m.p.)

The following sequences become /ay/:

aw-ii <u>D</u> <u>9</u> <u>W</u>	(tud ⁹ aw-iina): tud ⁹ ayna
<u>R</u> <u>B</u> <u>W</u>	(murabbaw-iina): murabbayna

تُدْعَيْنَ	'you are called' (f.s.)
مُرَبَّيْنِ	'educated' (m.p. acc.)

ay-ii	<u>L</u> <u>Q</u> <u>Y</u>	(talqay-iina): talqayna	تَلَقَّيْنِ	'you meet' (f.s.)
	<u>S</u> <u>R</u> <u>Y</u>	(muštaray-iina): muštarayna	مُشْتَرَيْنِ	'bought' (m.p. acc.)

In environments other than those described above, radical W and Y generally function as consonants exactly like sound radicals. Examples:

As first consonant of a word

وَصَفَ	'description'
يَسَّرَ	'he facilitated'

In sequences -awC and -ayC

صَوْمَ	'fasting'
بَيْضَ	'eggs'

In sequences -aww- and -ayy-

صَوَّرَ	'he depicted'
مَيَّزَ	'he distinguished'

In sequences -aawa and -aaya

حِكَايَةَ	'story'
تَنَاوَلَ	'he dealt with'

In sequences -uwa and -ia

دَوَّلَ	'states'
بُنِيَ	'it was built'

As middle radical when last radical is also weak

قَوِيَ	'he became strong'
يُقَوِّى	'he becomes strong'

تمرين ٧ في كتاب التمارين •

القسم الثالث : الاصغاء والفهم

ادرس الكلمتين التاليتين واستمع الى القطع الثلاث المسجلة على

الشريط ثم اعمل بما جاء في التمرين الخاص بكل منهما (تمرين ٨ - ١٠
على التوالي (respectively) من كتاب التمارين

عمر age

نكتة joke

القسم الرابع : مراجعة

تمرين ١١ - ١٤ في كتاب التمارين

القسم الخامس : المطالعة الموسعة

revolution

ثَوْرَة الكتاب

- ١ -

conducted

humanities

statistics

أجرى " روبر اسكاربيت " الكاتب الفرنسي وأستاذ
العلوم الإنسانية بجامعة " بوردو " دراسة عن أحوال
الكتاب في العالم ونشرت اليونسكو هذه الدراسة في كتاب
بعنوان " ثورة الكتاب " وانتشر هذا الكتاب انتشارا واسعا
واعيد طبعه عدة مرات . وترجم الى عدة لغات . واهمية هذه
الدراسة تعود الى انها تحتوى على معلومات وإحصائيات عن

الكتاب في العالم ، وانتاجهم المتزايد في السنوات الاخيرة .
وقد اظهرت هذه الدراسة ان عدد الذين يقرأون في
العالم قد تضاعف خلال العشرين سنة الماضية كما تضاعف
انتاج الكتب ثلاث مرات في المدة نفسها . ويقرر "اسكاربيت"
ان الكتاب ما زال أبسط الطرق وأرخصها للاتصال ، وهو لهذا
اساس عملية التطور .

ويرى " اسكاربيت " أن العشرين سنة الاخيرة قد امتازت
بظهور مناطق يزيد انتاج الكتاب فيها عن الحاجة مثل :
الولايات المتحدة وبريطانيا . ومناطق يقل الانتاج فيها عن
الحاجة مثل البلدان الحديثة الاستقلال ، او التي لا يكون
التعليم فيها منتشرا .

- ٢ -

ويدعونا هذا الى ان نسأل أين يقف الكتاب في مصر ؟
والواقع ان الكتاب المصري مازال هو الكتاب الساعد في
المنطقة العربية وهو يمثل ٦٠ ٪ من مجموع انتاج البلاد
العربية . ولقد ارتفع انتاجنا في الكتب من ٣٦٩ كتابا
عام ١٩٥١ الى ٣٣٥٥ كتابا في عام ١٩٦٥ . ثم ارتفع الى
٥٠٦٧ كتابا في عام ١٩٧٠ . ولا شك أن جهودا كبيرة تبذل
الان لرفع مستوى الكتاب وتيسير انتشاره .

- ٣ -

ولكن بالرغم من هذه الجهود فان هناك اعتبارات

اساسية تؤثر على مكانة الكتاب في مصر .

أولا : اننا مازلنا في مرحلة ثقافة المُشافهة او اخذ

المعلومات عن طريق السؤال والاستماع وهذا الاعتبار

يؤثر على حركة النشر ، وهو مرتبط بالالدرجة الأولى

بنظام التعليم الذي لا يهتم كما يجب بالقراءة

	ثانيا : ان عدد قراء الكتاب المصري قليل ، وان هناك معات
scope	الالوف من القراء الجدد يمكن ان يدخلوا في <u>دائرة</u>
planning;growth	<u>التخطيط الثقافي</u> حتى لا يقف <u>نموهم</u> الثقافي عند
limit, degree	<u>حد</u> يسىء الى حركة تقدم الكتاب ، وحتى يسهموا
	اسهاما كبيرا في بناء المجتمع .
deficiency	ثالثا : ان المكتبات العامة في مصر تواجه <u>نقصا</u> في
capabilities	<u>امكانياتها الفنية</u> . ولا بد من ان نوجه اهتماما
	خاصا الى هذه المكتبات . اذ انها تلعب دورا هاما
	في رفع مستوى الشعب الثقافي وكثرة انتاج الكتب

الأهرام ، السنة ٩٧ ، عدد ٣٠٧٨٦ ، تاريخ

١٩٧١/٣/٢٦ ، ص ٩

تمرين ١٤ في كتاب التمارين

الدرس الثامن

القسم الأول : التعليم في البلدان العربية

أ - الجمال التمهيدية

١ - لم تكن في العالم قبل عصر النهضة الصناعية مصانع كبيرة بالمفهوم الحديث ، بل كانت صغيرة وذات إنتاج محدود .

(مفهوم - مفاهيم)

(ذو - ذوو)

(محدود - محدودون)

٢ - وكان للعمل اليدوي نصيب كبير في عملية

الانتاج الصناعي ولاسيما في الشرق .

(نصيب - نصيب / أنصبة)

(لاسيما) = خاصة

٣ - وقد سبقت انكلترا وفرنسا وألمانيا غيرها

من الدول في إنشاء المصانع الكبيرة .

(سبق / سبق)

(أنشأ ، إنشاء) = إقامة ، تأسيس

٤ - ومن الجدير بالذكر ان اليابان تأخرت في

انشاء مثل هذه المصانع ، الا أنها

استطاعت أن تصبح من البلدان الصناعية

المتفوقة وذلك في مدة قصيرة ، بفضل

ما حققته من تقدم مستمر في وسائل

الانتاج .

(جدر - جدارة) : (جدير - جديرون)

(تأخر ، تأخر)

(تفوق ، تفوق)

Prior to the Industrial Revolution there were no large factories in the world in the modern sense (concept); rather they were small and of limited production.

Manual labor had a large share in the process of industrial output, especially in the East.

England, France, and Germany preceded other states in constructing large factories.

It is worth mentioning that Japan was late in constructing such factories; however, she was able to become a top-ranking industrial nation--and that (took place) in a short period of time thanks to the continuous progress she made (achieved) in means of production.

(حَقِّقْ ، تَحْقِيقُ)

(وَسِيلَةٌ - وَسَائِلُ) = طريقة

٥ - وكان من أسباب هذا التفوق أن سياسة

التعليم في اليابان كانت - ولا تزال -

قائمة على تشجيع التعليم المهني بمختلف

أنواعه ، وتوجيه المواطنين توجيهها يعطى

العمل اليدوي أهميته .

(شَجَّعَ ، تَشْجِيعٌ)

(مِهْنَةٌ - مِهْنٌ)

(نَوْعٌ - أَنْوَاعٌ)

(مُوَاطِنٌ - مُوَاطِنُونَ)

(أَمِيَّةٌ)

٦ - أما الصناعة في البلاد العربية فهي لاتزال

تواجه بعض المشاكل التي تقف في طريق

ازدهارها ، ومن هذه المشاكل ما يتصل

بالتعليم كانتشار الأمية والتأكيد على

التعليم النظري ، وعدم الاهتمام الكافي

بالتعليم المهني . وقد بدأت الدول

العربية في السنوات الأخيرة تهتم بزيادة

عدد المدارس المهنية ، وتخصيص رواتب

مشجعة لخريجياتها .

(أَمِيَّةٌ)

(نَظَرِيٌّ - نَظَرِيَّوْنَ)

(رَاتِبٌ - رَوَاتِبٌ)

(خَرِيجٌ - خَرِيجُونَ)

٧ - كما نلاحظ أنها زادت نسبة الطلاب الذين

يدرسون الموضوعات العلمية والمهنية على

حسابها في الجامعات الأجنبية ووفرت

Among the causes of this superiority was the fact that educational policy in Japan was--and still is--based on encouraging vocational education in its different varieties and on guiding the citizens in a way which gives importance to manual labor.

As for industry in the Arab countries, it still faces some problems which stand in the way of its progress among these problems are those which are related to education, such as the wide spread nature of illiteracy, the emphasis on theoretical education, and the lack of sufficient concern with vocational training. The Arab states have begun in recent years to take an interest in increasing the number of vocational schools, and in allocating encouraging salaries to their graduates.

Moreover, we note that they have increased the proportion of students who study scientific and vocational subjects at foreign universities at their (the government's) expense, and

لهم كل ما يساعدهم على الاستفادة
من اقامتهم في*الخارج .
(لَاحِظْ ، مَلاحِظَةُ ، مَلاحِظَاتٌ)
(حِسَابٌ - حِسَابَاتٌ)
(وَفَّرَ ، تَوَفَّرَ)

have provided for them everything
that will help them benefit from their
stay abroad.

ب - النص الأساسي

مقدمة :

التعليم عامل أساسي لتقدم أي شعب من الشعوب ، وقد عملت الدول
العربية - ولا تزال تعمل - على نشره وتيسيره لمواطنيها ، وواجهت
كثيرها من الدول مشاكل متعددة . وهي تحاول اليوم إيجاد حل
لها كما يدل على ذلك النص التالي .

كان التعليم في جميع البلدان العربية قبل القرن التاسع عشر محدودا ،
ولم تكن هناك مدارس بالمفهوم الحديث . بل كانت هناك مدارس ذات طابع
ديني يعلم فيها ما يتصل بالدين والعلوم اللغوية وبعض مبادئ*الحساب .
وكانت المساجد تلعب دورا مهما كمعاهد للتعليم كما نجد ذلك في جامع
الأزهر (القاهرة) وجامع القرويين (فاس - المغرب) وجامع الزيتونة
(تونس) . ومن الجدير بالذكر أن التعليم في هذه المعاهد كان
مقتصرا على الرجل ولم يكن للمرأة منه نصيب كبير .

وما ان بدأ القرن التاسع عشر حتى شهدت البلاد العربية نهضة
شملت التعليم في مختلف مراحله ، وقد سبقت مصر غيرها من الاقطار
العربية في انشاء المدارس الحديثة لتعليم اللغات والعلوم المختلفة وتنظيم
المدارس الابتدائية والثانوية وانشاء مدارس خاصة للبنات . وقد تأخر
ظهور الجامعات في مصر حتى سنة ١٩٠٨ حين أنشئت الجامعة المصرية
التي تعرف اليوم باسم جامعة القاهرة . ثم أسست جامعات أخرى

كجامعة الاسكندرية (١٩٣٨) ، ومن شمس (١٩٥٠) وجامعة أسوط
(١٩٥٧) .

similar

وإذا أنتقلنا الى الاقطار العربية الأخرى فاننا نلاحظ نهضة مماثلة
وان جاءت متأخرة بالنسبة الى مصر ، وحاولت الدول العربية نشر التعليم
لاسيما التعليم الابتدائي والثانوي ، وتيسيره لأكبر عدد ممكن من
المواطنين كما حاولت أن توفر لهم التعليم الجامعي بتأسيس معاهد عالية
خاصة وارسال الطلبة المتفوقين للدراسة على حسابها في اقطار أخرى
سواء كانت عربية أم أجنبية .

free of
charge;

compulsory

ويكاد يكون التعليم مجّاناً في مختلف مراحله (الابتدائي والثانوي
والجامعي) ، وقد أصبح إلزامياً في المرحلة الابتدائية . ومن الجدير
بالذكر أن التعليم في معظم المدارس حكومي تشرف عليه وزارات التربية
أو غيرها من الوزارات المختصة ، غير أن ^{*}هنالك بعض المدارس الأهلية
الخاصة كما أن هناك معاهد أجنبية أسهمت في النهضة التعليمية كجامعة
الأمريكية والجامعة اليسوعية في بيروت ، والجامعة الأمريكية في القاهرة
وجامعة الحكمة في بغداد .

private (non-
governmental)

underdevelop-
ment;
technical
despise

وبالرغم من التقدم الكبير الذي حققته البلاد العربية في التعليم فانها
لا تزال تواجه مشكلة كبرى هي مشكلة الأمية التي تزيد نسبتها عن
٧٠ ٪ . في بعض الاقطار . وتواجه البلاد العربية كذلك مشكلة
التخلف في التعليم المهني أو الفني ومن أسبابه الرئيسيه أن ^{*}جمهور
الطلبة يُحْتَقَرُ العمل اليدوي ويرى في التعليم النظري وسيلة للوصول الى
مراكز مهمة في الادارات الحكومية ، وأن الحكومات العربية لم تهتم بهذا
النوع من التعليم اهتماما كبيرا الا في السنوات الأخيرة . وتحاول
الحكومات العربية اليوم تشجيع التعليم المهني أو الفني بأنواعه المختلفة
كالتعليم الزراعي والصناعي والتجاري وذلك عن ^{*}طريق زيادة عدد المدارس
الفنية وتوفير العمل لخريجها برواتب مشجعة وتوجيه الطلبة توجيهها
يرفع من أهمية التعليم المهني .

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

- ١ - كيف كان التعليم فى الاقطار العربية فى القرن الثامن عشر ؟
- ٢ - ما نوع المدارس التى كانت موجودة فى العالم العربى قبل القرن التاسع عشر ؟
- ٣ - هل من الممكن تبديل عبارة " مدارس ذات طابع دينى " بعبارة أخرى ؟ وما هي ؟
- ٤ - ماذا كان يُعلَّم فى المدارس العربية القديمة ؟
- ٥ - ما دور المساجد فى التربية العربية قبل القرن التاسع عشر ؟
- ٦ - ما هى أهم المساجد التى لعبت دورا مهما فى التعليم ؟
- ٧ - أين يقع الجامع الأزهر ؟
- ٨ - بأيّة مدينة يوجد جامع القرويين ؟
- ٩ - فى أى قطر عربى يوجد جامع الزيتونة ؟
- ١٠ - هل كان التعليم موجهًا بصورة رئيسية للرجال أم النساء ؟
- ١١ - متى بدأت النهضة الفكرية فى العالم العربى ؟
- ١٢ - أيّ الاقطار العربية بدأت قبل غيرها فى انشاء المدارس الحديثة ؟
- ١٣ - هل كان الأولاد والبنات يختلطون فى المدارس ؟
- ١٤ - ماذا أخذ الطلاب يتعلمون فى المدارس الحديثة ؟
- ١٥ - أين أنشئت أول جامعة وطنية فى العالم العربى ؟ ومتى ؟
- ١٦ - ماذا كان أسمها حينما أنشئت ؟
- ١٧ - ما أسمها اليوم ؟
- ١٨ - متى وأين تأسست جامعة الاسكندرية ؟
- ١٩ - متى انشئت جامعة عين شمس ؟
- ٢٠ - هل بدأت النهضة الفكرية فى بقية البلدان العربية فى نفس الوقت الذى بدأت فيه بمصر ؟
- ٢١ - أيّ المراحل الدراسية حصلت على اهتمام الدول العربية فى أول النهضة الفكرية ؟
- ٢٢ - كيف عملت الدول العربية على توفير التعليم الجامعي للمواطنين ؟
- ٢٣ - فى أيّ المراحل الدراسية يكون التعليم مجانيا فى الدول العربية ؟

- ٢٤ - فى أى المراحل الدراسية يكون التعلم الزاميا فى الدول العربية ؟
- ٢٥ - هل التعليم فى معظم المدارس حكوي أم أهلي ؟
- ٢٦ - هل توجد مدارس أهلية خاصة فى العالم العربي ؟
- ٢٧ - أذكر أسماء بعض المعاهد الأجنبية فى العالم العربي ؟
- ٢٨ - أذكر أهم مشكلتين تربويتين تواجهان الاقطار العربية ؟
- ٢٩ - ما هي أهم أسباب مشكلة التخلف فى التعليم المهني ؟
- ٣٠ - سَمِّ ثلاثة أنواع فى التعليم المهني ؟
- ٣١ - ما هي الوسائل التي تتبعها الحكومات العربية اليوم لتشجيع التعليم المهني ؟
- ٣٢ - ما معنى قولنا " ان جمهور الطلبة يحتقر العمل اليدوي " ؟
- ٣٣ - ما هي الفكرة الأساسية فى الفقرة الأولى من المقال ؟
- ٣٤ - ما هي الفكرة الأساسية فى الفقرة الأخيرة من المقال ؟
- ٣٥ - ماذا تفهم من قولنا " إن الاقطار العربية ترسل الطلبة المتفوقين للدراسة على حسابها فى اقطار أخرى " ؟

تمرين ٢ : تحويل

حول كما فى المثل التالي

'After the 19th Century had begun, the Arab countries witnessed a comprehensive (general) educational renaissance.'

'The 19th Century had hardly begun when the Arab countries witnessed a general educational renaissance.'

بعد أن بدأ القرن التاسع عشر ، شهدت

البلاد العربية نهضة تعليمية شاملة .

وما ان بدأ القرن التاسع عشر حتى

شهدت البلاد العربية نهضة تعليمية

شاملة .

١ - بعد أن مضت سبعة أعوام على تأسيس هذا الحزب ، أصبح من أكرم الأحزاب

السياسية فى البلاد .

٢ - بعد أن استقل العراق ، قامت وزارة التربية بإنشاء المدارس بمختلف أنواعها

بحيث يسرت التعلم للمواطنين .

٣ - بعد أن أنشئت الصحف ، لعبت دورا فعالا فى النهضة الفكرية العربية .

- ٤ - بعد أن بنيت الحكومة الملاهي والمطاعم والفنادق الجميلة على النهر ، زاد عدد السواح بشكل كبير .
- ٥ - بعد أن وصل الرئيس استقبله في المطار فريق من الوزراء والسفراء .
- ٦ - بعد أن همس في أذنها ، ابتسمت واحست بالاطمئنان .
- ٧ - بعد أن اختار المنصور موقع عاصمته ، أمر ببناء المدينة .
- ٨ - بعد أن بدأ برنامج الاذاعة في الساعة الرابعة خرجت الزوجة مسرعة الى مكتبها .
- ٩ - بعد أن ظهرت الطباعة الجديدة ، انتشرت الصحافة في الشرق والغرب .
- ١٠ - بعد أن ألقى الشيخ خطبة الجمعة ، قام بالصلاة .
- ١١ - بعد أن قرأ صفحة أو صفحتين من القصة ، تذكر بيته القديم أيام كان صغيرا .
- ١٢ - بعد أن طبخت الزوجة اللحم مع البيض ، نسيت أن تضيف اليهما البصل .
- ١٣ - بعد أن انتهى الامتحان ظهرت النتائج .

القسم الثاني : القواعد

أ - المستثنى

A. The exceptive 'except' is often used with a negative to mean 'only', as illustrated in

- 'Only two letters came.' لم تأت إلا رسالتان .
- 'We will read only two of Nagib Mahfouz's stories.' لن نقرأ إلا قصتين من قصص نجيب محفوظ .

In this construction the exceptive does not affect the position or the case inflection of the following noun. غير سوى are also used in this construction, with the difference that the noun following them is in the genitive case, e.g.

'He only studies languages.' لا يدرس سوى اللغات .

إلا with a following accusative noun means 'except', as

'Everyone came except Muhammad.' حضر الجميع الا محمدا .

'except (for the fact) that, however' serves as a conjunction and 'nothing else, no one else' functions as an adverb. إلا أن لا غير

طلبت مني عشر ليرات، إلا أنني
سأدفع لك سبع ليرات لا غير.

'You asked for ten liras, but I will pay you
seven and no more.'

تمرين ٣: تحويل

حوّل من جملة فيها "فقط" الى جملة فيها "إلا" كما في المثلين التاليين:

I read two books only

أ - قرأت كتابين فقط. ←

I didn't read except two books.

لم أقرأ إلا كتابين.

Ahmad is only a student.

ب - احمد طالب فقط. ←

Ahmad is nothing but a student.

ليس احمد الا طالبا .

٨- رأيتته وهو يدرس فقط.

١- استطيع العيش بقربها فقط.

٩- جاء سَمير فقط.

٢- اقامت في فرنسا عامين فقط.

١٠- سرت والنهر فقط.

٣- اريد ان ادرس الطب فقط.

١١- أقمت هنا فقط.

٤- قُبِلَ اقتراحه فقط.

١٢- انتشرت آراؤه انتشارا محدودا فقط.

٥- سافر طلبا للعلم فقط.

١٣- تختلف قصته الجديدة عن قصصه

٦- حضر الاجتماع عشرة اعضاء فقط.

٧- الاديب العراقي، عبد الوهاب البياتي القديمة شكلا فقط.

١٤- في هذه المدينة سينما واحدة فقط.

شاعر فقط.

تمرين ٤: تحويل

حوّل "إلا" وما بعدها مستعملا "لكن" كما في المثل التالي:

Everybody came with the exception of Mohammad.

حضر الجميع الا محمدا . ←

Everybody but Mohammad did not come.

حضر الجميع ولكن محمدا لم يحضر .

١- سافر جميع اعضاء الوفد الا رئيس الوزراء .

٢- صام الشهر كله الا يوم الاربعاء .

٣- قبل سفرنا مررنا بجميع الاصدقاء الا نبيلاً .

٤- استعدت جميع الطالبات لامتحان الا خمساّ منهنّ .

- ٥- قابلا كل المسؤولين الأ وزير التربية .
- ٦- نام جميع افراد العائلة الأكريمة .
- ٧- زارني كل الاصدقاء الأ انتما .
- ٨- طبخت جميع الاكلات الأ الكبة .
- ٩- تزوج كل اخوتي واخواتي الا انا .
- ١٠- حضر حفلة عرس اخي جميع الاقارب الا ابناءك .
- ١١- قُبلت الاقتراحات كلها الا اقتراحي .
- ١٢- كلهم مدرسون الا اخي .
- ١٣- درّس في جامعات امريكا الكبرى كلها الا هنا .

B. The uses of ما.

ب - أنواع "ما" :

One of the most common of all Arabic words is ما . It is really not one word but many, with many different functions and translations. These are listed and illustrated below.

a. Negative ما 'not'

ما النافية :

(1) with a verb in the perfect (or more rarely, the indicative):

ما كان في المصنع . 'He was not in the factory.'

(2) with an equational sentence, most often in combination with لا :

ما هي إلا فتاة صغيرة . 'She is only a little girl.'

(3) in constructions such as ما أن ... حتى 'no sooner...than, and

ما هي إلا ... حتى 'it was only...before', for example:

ما أن وصل الى أوروبا حتى وقعت الحرب . 'No sooner had he arrived in Europe than the war broke out.'

وما هي إلا لحظات حتى عرف انه يحبها . 'It was only a few moments before he realized he loved her.'

b. Interrogative ما 'what?'

ما الاستفهامية :

(1) as the subject or predicate of an equational sentence:

ما هي النتيجة ؟ 'What is this result?'

(as the subject or object of a verb, ما ذا is normally used: 'What do you want?')

(2) as the object of a preposition:

عما تبحثون ؟ 'What are you looking for?'

When عن and من are followed by ما , the combinations are written as one word, and the /n/ of the preposition becomes /m/: عما , مما . In these and certain other combinations of preposition plus ما , the two words are written as one, and the vowel of ما is often shortened, for example:

الى	إلام	'to what?'
على	علام	'on what?'
ب	بم	'with what?'

لِ لَمْ 'for what? why?'

مِنْ مِمَّ 'from what?'

c. Relative ما 'that which, what' ما اسم الموصول:

• اشترينا ما انتجوا. 'We bought what they produced.'

d. Nominalizing ما ما المصدريّة:

This ما introduces a clause, and serves to convert the clause into a nominal, that is, an element having the functions of a noun. (Thus, ما plus a verb is equivalent to a verbal noun.) This use of ما is particularly common after prepositions, and then the clause beginning with ما becomes the object of the preposition:

بعد ما وصلوا 'after they arrived'

بعد وصولهم 'after their arrival')

Note also the cases where ما follows an indefinite accusative adjective; here the whole phrase is usually best translated as an adverb. The following are common:

• كثيرا ما رأيته يعمل مساء. 'I have often seen him working in the evening.'

• قليلا ما نذكر اسمه. 'We seldom mention his name.'

• غالبا ما يكتب لي بالفرنسية. 'He often writes to me in French.'

Similar are the combinations of certain verbs plus ما, notably طالما 'often' and قلما 'seldom':

e. Durative ما 'as long as' ما الديمومة:

With a verb in the perfect tense. This use of ما is not very common, except in a few specific phrases:

• ما دام حيا. 'as long as he is (continues to be) alive'

f. Exclamatory ما 'how...!' ما التعجبية:

Followed by an adjectival verb (a Form IV verb based on the root of an adjective) and an object in the accusative.

ما أَجْمَلُهَا ! 'How beautiful she is!'

ما أَرْوَعُ هَذَا الشَّعْرُ! 'How splendid this poem is!'

g. Indefinite ما 'some, one, a certain' ما' المُبْهَمَةُ :

Following a noun:

يوماً ما 'one day, some day'

إلى حدٍّ ما 'to a certain extent'

بسبب ما 'for some reason or other'

h. Conditional ما ما' الشرطيَّة :

Attached to interrogatives and certain other words, this ما has the meaning ' _____ever, any _____ that' for example أينما 'where', أينما 'wherever, any place that'. Such combinations introduce clauses, which follow the same syntactic rules as clauses introduced by the conditional particles such as إنَّ of إذا 'if'. Compare:

إن كنتم مؤمنين 'if you are believers'

أينما كنتم 'wherever you are'

Others are:

مهما 'whatever, anything that'

متى ما (متى ما) 'whenever, any time that'

أيما 'whichever, any one that'

كيفما 'however, any way that'

حيثما 'wherever, any place that'

i. Redundant ما ما' الزائدة :

This ما is called 'redundant' because it may be omitted without altering the syntax of the phrase. It occurs only after a few specific words, for example:

إذا ذهبت 'when you go'

عن قريب 'soon, before long'

إذا ما ذهبت " " "

عما قريب " , " "

تمرين ٥ في كتاب التمارين.

The word **ذو** means 'possessor of' or 'endowed with'. It always occurs as the first term of an idafa, followed by a noun in the genitive case, for example

ذو مال 'possessor of wealth, wealthy'

It can occur as the predicate of an equational sentence:

هو ذو مال 'He is wealthy.'

or modifying a preceding noun:

هو رجل ذو مال 'He is a wealthy man.'

If the preceding noun is definite, the noun following **ذو** agrees in definiteness.

اين الرجل ذو المال 'Where is the wealthy man?'

The word **ذو** is inflected for case, gender, and number, and it agrees in these respects with the noun it refers to or modifies. The forms are as follows:

<u>Singular</u>		<u>Masculine</u>	<u>Feminine</u>
		ذو	ذات
	Nom.		
	Gen.	ذي	ذات
	Acc.	ذا	ذات
<u>Dual</u>	Nom.	ذَوَا	ذَوَاتَا (ذاتَا)
	Gen./Acc.	ذَوَيَّ	ذَوَاتَيَّ (ذَاتَيَّ)
<u>Plural</u>	Nom.	ذَوُو	ذَوَاتُ
	Gen./Acc.	ذَوِي	ذَوَاتِ

Further examples:

مدارس ذات طابع ديني 'schools of a religious character'
في مصانع ذات انتاج محدود 'in factories of limited production'
الى الطلاب ذوي الخبرة 'to the experienced students'

The feminine accusative singular is used with a following noun of time in the genitive in the meaning of 'one, a certain':

ذات يوم 'one day' **ذات مرة** 'once'

تمرين ٦ في كتاب التمارين

Very often it is desirable to combine two sentences by inserting one into the other. One common way to do this is to change the verb of the sentence which is to be inserted to a verbal noun, which then becomes the object of a verb, or preposition, etc. in the other sentence. This and the following drill illustrate these processes.

تمرين ٧ : ربط الجمل

اربط الجمل التالية كما في المثل مستعملا "وذلك عن طريق" ومحدثا التغييرات اللازمة :

Islam put an end to drinking and gambling.

Islam prohibited wine and gambling.

Islam put an end to drinking and gambling
by prohibiting them.

قضى الاسلام على الخمر والميسر .
← حرم الاسلام الخمر والميسر .
قضى الاسلام على الخمر والميسر وذلك
عن طريق تحريمهما .

- ١- تحاول الاقطار العربية تشجيع التعليم المهني .
- تزيد الاقطار العربية عدد المدارس الفنية .
- ٢- تعمل الحكومة الجزائرية على تعريب التعليم في الجزائر .
- تترجم الحكومة الجزائرية المناهج الدراسية الى اللغة العربية .
- ٣- تريد مجامع اللغة العربية تيسير القراءة .
- تحل مجامع اللغة العربية مشكلة الخط العربي .
- ٤- تشجع وزارة التربية التونسية الطلبة المتفوقين في الموسيقى .
- تخصص وزارة التربية التونسية جوائز سنوية للطلبة المتفوقين في الموسيقى .
- ٥- تحاول وزارة الشؤون الاجتماعية حل مشكلة السكن .
- توفر وزارة الشؤون الاجتماعية بيوت صغيرة لجماهير العمال الفقراء .
- ٦- تعطي الصحف المواطنين فكرة واضحة عن الوضع الدولي .
- تعلق الصحف على الأنباء العالمية .

- ٧- تلعب الصحف العربية دوراً فعالاً في الحياة الحزبية .
- تغشّر الصحف العربية مبادئ الأحزاب .
- ٨- كان الشعراء العرب يحصلون على الجوائز والاموال .
- يمدح الشعراء العرب الخلفاء والامراء في المناسبات المختلفة .
- ٩- اسهم الشيخ محمد عبده في تطوير جريدة الوقائع المصرية .
- حرّر الشيخ محمد عبده الافتتاحيات والمقالات الجيدة .
- ١٠- يعطينا الشعر الجاهلي فكرة عن حياة العرب قبل الاسلام .
- صوّر الشعر الجاهلي مختلف نواحي الحياة .
- تمرين ٨ في كتاب التمارين .

هـ - تمارين عامة :

تمرين ٩ : تحويل

An important--if not the most important--meaning of Form II verbs is causative;

to make (s.o.) do or become (s.th.). While the student cannot create such verbs at will, classifying causative verbs as such is extremely useful in vocabulary building. In this drill, correct transformation of each drill item will produce a proper Form II verb.

حوّل كما في المثل التالي :

He made it easy → He made it easy.

جعله يسيراً ← يسّره .

- | | |
|------------------|--------------------|
| ١- جعله سهلاً . | ٨- جعله شجاعاً . |
| ٢- جعله صعباً . | ٩- جعله جميلاً . |
| ٣- جعله حراماً . | ١٠- جعله متأخراً . |
| ٤- جعله واسعاً . | ١١- جعله يشرب . |
| ٥- جعله صغيراً . | ١٢- اعطاه قوة . |
| ٦- جعله كبيراً . | ١٣- اعطاه ملكاً . |
| ٧- جعله بسيطاً . | ١٤- اعطاه درسا . |

تمرين ١٠: تحويل

حوّل الجمل التالية مستعملا "لَنْ" ثم "لَمْ" :

- ١- تضيف البصل الى اللحم .
- ٢- ينقاد الشعب لسياسة رئيسه .
- ٣- كانوا في الاردن كسواح .
- ٤- اقوم بزيارة لاوروبا .
- ٥- سيعودون الى بلادهم .
- ٦- قضى المجتمع الحديث على شرب الخمر .
- ٧- جاء مسرعا من مسافة بعيدة .
- ٨- تستطيعين السفر دون صعوبة .
- ٩- تدعوني لزيارتها .
- ١٠- ذهب لسماع الموسيقى .

تمرين ١١: تحويل

حوّل كما في المثل التالي مستعملا "حين" :

The appearance of universities in Egypt was delayed until 1908 and then Cairo University appeared.

وقد تأخر ظهور الجامعات في مصر حتى سنة ١٩٠٨؛ وظهرت حينئذ الجامعة المصرية. ←

The appearance of universities in Egypt was delayed until 1908 when the Cairo University appeared.

وقد تأخر ظهور الجامعات في مصر حتى سنة ١٩٠٨ حين ظهرت الجامعة المصرية .

- ١- عرفته ايام الحرب؛ وكان يدرس حينئذ في جامعة بغداد .
- ٢- التقيت بزوجتي قبل ثمانى سنوات؛ وكنت حينئذ طالبا في احدى الجامعات .
- ٣- تعلمت الانكليزية في أواخر الخمسينات؛ وكنت حينئذ طالبا في مدرسة ثانوية .
- ٤- قابلنا رئيس القبيلة منذ ثلاثة اعوام؛ وزرنا حينئذ العراق .
- ٥- اكلنا الكباب وشربنا القهوة العربية ودعانا حينئذ صديقي الى بيته .
- ٦- زرنا كنيسة القيامة عام ١٩٦٥؛ وكنا حينئذ في القدس .
- ٧- أجل انتخاب المرشحين حتى الشهر السابع من العام الماضي؛ وتم انتخابهما حينئذ في مدينتين كبيرتين .
- ٨- ازدهر الاقتصاد المصري بعد اعوام قليلة وتم حينئذ بناء السد العالي .
- ٩- اصيحت بغداد مركزا للدولة العباسية عام ٧٦٢؛ وتم تأسيسها حينئذ على يد الخليفة المنصور .

١٠- ابتسم الزوج بسرور في المساء؛ وحضرت له زوجته حينئذ اكلة لذيذة .

تمرين ١٢: دراسة المفردات

أ - أ خ ر

to delay, hinder

١- أَخَّرَ ، تَأَخَّرَ

عملت لك بيضا خوفا من التأخير .

جاء وتحدث معي لوقت طويل فأخّرني عن العمل الذي كنت اقوم به .

to be late, fall behind

٢- تَأَخَّرَ ، تَأَخَّرَ

وبالرغم من انشاء المدارس الحديثة في مصر في القرن التاسع عشر فان

ظهور الجامعات قد تأخر حتى سنة ١٩٠٨ .

كان موعد وصول الطائرة هو الساعة الحادية عشرة صباحاً ، ولكنها تأخرت

حتى الساعة الواحدة بعد الظهر . وصلت الطائرة متأخرة .

another

٣- آخَر (أُخْرَى) - أَخَر / آخرون / أُخْرَيَات

ثم سكت الصوت مرة اخرى ونظر في صفحة الكتاب الكبير وقال : لقد شربت
الخمير .

لم أقرأ القصة في هذا الكتاب ، بل قرأتها في كتاب آخر .

end, last

٤- آخِر - أَوَاخِر

أنت تطلب مكانا للوقوف في آخر الصف .

هذه آخر مرة اراك فيها لانني سأهاجر الى استراليا .

the hereafter

٥- العالم الآخَر / الدار الآخرة / الآخرة

كان سامي وهيفاء يدرسان عملا ادبيا عن رحلة خيالية قام بها شاعر

عربي قديم الى العالم الاخر .

سيحاسبك الله على اخطائك في الآخرة ، فقد تركت صلاتك ولم تصم شهر رمضان

٦- أخيراً / مؤخراً

at last, finally, recently

انتظرناه طويلاً ، وأخيراً جاء دون ان يحضر معه ما اردنا .
لم نسمع بالخبر الا أخيراً / مؤخراً .

rear, rear position or lines

٧- مؤخرة

وقف في مؤخرة صف كبير من الناس .

ب - خ ص ص

to favor, bestow special honors

١- خَصَّ بِـ

لقد ارسل اليّ رسالة يسأل فيها عنكم جميعاً وقد خَصَّ "سمير" بسلامه .

to specialize

٢- إِخْتَصَّ بِـ (اِخْتِصَّ بِـ)

درس الطب عامة واختص بالعيون ، اي انه اختصّ بالعيون .

especially

٣- خِصِيصاً / خَاصَّةً / خُصُوصاً / على الخصوص / على وجه الخصوص

ساعد المواطنون وخاصة المتعلمون منهم على تنظيم الحياة الاجتماعية .

private, personal

٤- خُصُوصِيّ

ليست هذه السيارة حكومية بل خصوصية .

special characteristic

٥- خَصِيصَةً - خَصَا عِصْ

ما هي خَصَا عِصْ الشعر الجاهليّ؟

E. Patterns

To recapitulate briefly what has been said before, patterns are of two main types. A simple pattern consists solely of one or more vowels between the radicals, for example FuMaL; while a pattern complex also includes an additional vowel after the last radical (FaMLa) or one or more non-radical consonants in any position (taFMiL, -FtaMaL, ?aFMiLaa?), or the doubling of a radical (FaMMaL). Whereas roots have meanings connected with specific objects or activities such as 'heart' or 'dancing', patterns have meanings of a different kind, sometimes referred to as grammatical meaning, or function, such as 'Form II imperfect', (broken) 'plural', 'abstract noun', 'place of (a certain activity)', or simply 'noun'. In this lesson, and in those to follow, we shall discuss the forms and the meanings of the major patterns of the language. We begin with the three sample patterns which have only one vowel, each followed by the corresponding pattern complex with the ending -a (ة).

a. Pattern FaML

With this pattern, all types of radicals remain stable in all positions.

Examples:

Sound	Q L B	قَلْب	'heart'
Doubled	R B B	رَبّ	'lord'
Weak M	S W M	صَوْم	'fasting'
	B Y T	بَيْت	'house'
Weak L	B D W	بَدَو	'Bedouins'
	R ? Y	رَأْي	'opinion'

Stems of this pattern are nouns (including Form I verbal nouns) and adjectives. Most of the nouns have plurals of the pattern FuMuul, FiMaal, or ?aFMaal; the adjectives, FiMaal.

<u>FaML</u>	<u>FuMuul</u>	
قَلْب	قُلُوب	'heart'

حَقٌّ	حُقُوقٌ	'right'
بَيْتٌ	بُيُوتٌ	'house'

<u>FaML</u>	<u>FiMaal</u>	
بَحْرٌ	بِحَارٌ	'sea'
صَعْبٌ	صَعَابٌ	'difficult'

<u>FaML</u>	<u>?aFMaaL</u>	
رَبٌّ	أَرْبَابٌ	'lord'
شَيْءٌ	أَشْيَاءٌ	'thing'
أَلْفٌ	آلَافٌ	'thousand'
يَوْمٌ	أَيَّامٌ	'day'
رَأْيٌ	آرَاءٌ	'opinion'

b. Pattern FaMLa

All radicals are stable in all positions. Examples:

Sound	<u>H F L</u>	حَفْلَةٌ	'party'
Doubled	<u>M R R</u>	مَرَّةٌ	'time'
Weak M	<u>θ W R</u>	ثَوْرَةٌ	'revolution'
	<u>D W L</u>	دَوْلَةٌ	'state'
	<u>B Y D</u>	بَيْضَةٌ	'egg'
Weak L	<u>D 9 W</u>	دَعْوَةٌ	'call'
	<u>Q R Y</u>	قَرْيَةٌ	'village'

Stems of this pattern are all nouns (including some verbal nouns). Most have feminine sound plurals in /-aat/. Those with doubled root or weak middle radical undergo no stem-change when /-aat/ is added:

مَرَّةٌ	مَرَّاتٌ	'time'
ثَوْرَةٌ	ثَوْرَاتٌ	'revolutions'

Others change the stem pattern to FaMaL-:

حَفْلَةٌ	حَفَلَاتٌ	'party'
دَعْوَةٌ	دَعَوَاتٌ	'call'

Some have a broken plural pattern FuMaL; in this pattern all radicals are stable except weak final, where -aw and -ay become -aa or (with nunation) -an.

<u>FaMLa</u>	<u>FuMaL</u>	
دَوْلَة	دَوْل	'state'
قَرْيَة	قَرْي	'village'

c. Pattern FiML

All radicals are stable except weak-middle, where iw and iy become /ii/. Examples:

Sound	<u>9</u> <u>L</u> <u>M</u>	عِلْم	'knowledge, science'
Doubled	<u>S</u> <u>N</u> <u>N</u>	سِنّ	'age; tooth'
Weak <u>M</u>	<u>R</u> <u>W</u> <u>H</u>	رِيح	'wind'
	<u>9</u> <u>Y</u> <u>D</u>	عِيد	'feast'

Stems of this pattern are nouns (including verbal nouns) and adjectives. The most common plural pattern is ?aFMaaL; some have FuMuul:

<u>FiML</u>	<u>?aFMaaL</u>	
حِزْب	أَحْزَاب	'party'
سِنّ	أَسْنَان	'teeth'
عِيد	أَعْيَاد	'feasts'
<u>FiML</u>	<u>FuMuul</u>	
عِلْم	عُلُوم	'sciences'

d. Pattern FiMLa

All radicals are stable except weak-middle, where iw and iy become /ii/. Examples:

Sound	<u>F</u> <u>K</u> <u>R</u>	فِكْرَة	'idea'
Doubled	<u>Q</u> <u>S</u> <u>S</u>	قِصَّة	'story'
Weak <u>M</u>	<u>Q</u> <u>W</u> <u>M</u>	قِيَمَة	'value'
	<u>T</u> <u>Y</u> <u>B</u>	طَيِّبَة	'goodness'
Weak <u>L</u>	<u>B</u> <u>N</u> <u>Y</u>	بِنْيَة	'structure'

Stems of this pattern are all nouns (including some verbal nouns). The most common plural is FiMaL; here all radicals are stable except weak-final, where -aw and -ay become /-aa/ or (with nunation) /-an/.

<u>FiMLa</u>	<u>FiMaL</u>	
فِكْرَة	فِكْر	'idea'
قِصَّة	قِصَص	'story'
قِيَمَة	قِيَم	'values'
بِنْيَة	بِنْي	'structure'

e. Pattern FuML.

All radicals are stable except weak-middle, where uw becomes /uu/, and uy becomes /ii/. Examples:

Sound	<u>H</u> <u>K</u> <u>M</u>	حُكْم	'regime'
Doubled	<u>H</u> <u>B</u> <u>B</u>	حُبّ	'love'
Weak <u>M</u>	<u>S</u> <u>W</u> <u>Q</u>	سُوق	'market'

Stems of this pattern are nouns (including verbal nouns) and adjectives. The most common plural is ?aFMaaL:

<u>FuML</u>	<u>?aFMaaL</u>	
حُكْم	أَحْكَام	'regime'
مُرّ	أُمُرَار	'bitter'
سُوق	أُسُوق	'market'

The pattern FuML is also itself a broken plural, chiefly for adjectives of color and defect with the pattern ?aFMaL:

		<u>?aFMaL</u>	<u>FuML</u>	
Sound	<u>H</u> <u>M</u> <u>R</u>	أَحْمَر	حُمْر	'red'
Weak M	<u>S</u> <u>W</u> <u>D</u>	أَسْوَد	سُود	'black'
	<u>B</u> <u>Y</u> <u>D</u>	أَبْيَض	بَيْض	'white'

f. Pattern FuMLa

All radicals are stable except weak-middle, where uw becomes /uu/.

Examples:

Sound	J M L	جُمْلَةٌ	'sentence'
Doubled	? M M	أُمَّةٌ	'nation'
Weak	S W R	صُورَةٌ	'picture'
	K N Y	كُنْيَةٌ	'name' (containing أبو or أم)

Stems of this pattern are nouns (including some verbal nouns). The most common plural is FuMaL; here all radicals are stable except weak-final, where -aw and -ay become /-aa/ or (with nunation) /-an/.

<u>FuMLa</u>	<u>FuMaL</u>	
جُمْلَةٌ	جُمْلٌ	'sentence'
أُمَّةٌ	أُمَمٌ	'nation'
صُورَةٌ	صُورٌ	'picture'
كُنْيَةٌ	كُنًى	'name'

Summary of most common singular-plural pattern correspondences

FaML - ?aFMaaL	FaMLa - FaM(a)Laat
- FuMuuL	- FuMaL
- FiMaaL	
FiML - ?aFMaaL	FiMLa - FiMaL
- FuMuuL	
FuMl - ?aFMaaL	FuMLa - FuMaL

تمرين ١٣: اعط الجمع

١- حِكْمَةٌ	٥- بَصْرٌ	٩- سِرٌّ	١٣- صُورَةٌ
٢- أَمْرٌ	٦- أَزْرَقٌ	١٠- حَفْلَةٌ	١٤- فِكْرَةٌ
٣- ابْنٌ	٧- فَنٌّ	١١- جُمْلَةٌ	١٥- أَحْمَرٌ
٤- أُمَّةٌ	٨- سَوْقٌ	١٢- عِيدٌ	١٦- يَوْمٌ

القسم الثالث : الاصغاء والفهم

- أدرس الكلمات التالية واستمع الي القطعة المسجلة علي الشريط .
- ثم اعمل بما جاء في تمرين ١٤ من كتاب التمارين .

come!	تَعَال	donkey	حِمَارٌ
crazy	مَجْنُونٌ	to walk	مَشَى
to please	أَرْضَى	O.K.	لا بأس

القسم الرابع : المراجعة

حضر القطعة التالية للقراءة والترجمة

دِمَشْقُ

مدينة دمشق من أقدم مدن العالم ، فقد كانت منذ
أقدم العصور مركزا لتجارة الشرق . وكان العرب
القدماء يجيئون اليها بمنتجاتهم من مناطق متعددة
ليبيعها في الاسواق .

وهي تقع وسط البساتين الرائعة التي تحيط بها من
كل جانب . كما يمر بها نهر بردى .

وتعرف دمشق كذلك بأثارها التاريخية ، كالجوامع
الأمويّ الذي بناه " الوليد بن عبد الملك " من خلفاء
بني أمية ، والذي يعد من أروع الاثار الاسلامية .

وقبر البطل " صلاح الدين الأيوبي " القريب من الجامع
الاموي، وهناك أيضا سوق الحميدية وهو سوق قديم جميل
يحمل الطابع الشرقي ، ويجد الزائر فيه كثيرا من
الصناعات اليدوية ذات الشهرة العالمية .

ان هذه الخصائص وغيرها تجعل دمشق مقصدا للسواح من
مختلف أقطار العالم .

تمرين ١٥ في كتاب التمارين

القسم الخامس : المطالعة الموسعة

مَيَّ زِيَادَة (١٨٨٦ - ١٩٤١)

pioneers

من أهم رائعات النهضة الادبية والنهضة النسائية
في العالم العربي . أسمها الاصلي " ماري " وهي ابنة
أب لبناني وأم فلسطينية . ولدت في الناصرة (فلسطين) ،
وتعلمت في مدرستها حتي بلغت الثالثة عشرة من العمر ،
ودرست في إحدى مدارس الراهبات في لبنان حيث بقيت حتي
سنة ١٩٠٤ . وفي سنة ١٩٠٨ انتقلت مع والديها الي مصر ،
ولما كان مورد والدها قليلا رأت مي ان تعمل لتساعده فسي
القيام بنفقات العائلة ، فعملت كمعلمة لاولاد أحد الأغنياء
وفي سنة ١٩١١ ظهر لمي أول عمل أدبي بالفرنسية ، وهو
مجموعة قصائد تحت عنوان " أزاهير حُلْم " *Fleurs de Rêve*

ولا عجب في ذلك ، فقد كانت ثقافتها فرنسية ولكنها لم تلبث
it did not take long before

mastered

وهي في مصر ان اتقنت العربية فصارت لغتها الكتابية المفضلة
ونالت مكانة عالية بين أدباء العربية .

salon

وقد فتحت " صالوناً " أدبيا في القاهرة كان يقصده

discussions

كل يوم ثلاثاء كبار رجال الادب والفكر والفن ، فتجرى بينهم
الاحاديث الادبية والمناقشات الثقافية . ويكفي هنا ان أنقل

وصف الدكتور طه حسين له ان قال " كان صالون مي ديمقراطيا
وأنا اذكر اني اتصلت بصالون مي بعد ان نوقشت رسالتي للدكتوراه

في ابي العلاء وشهدت مي هذه المناقشة ، وشهدت فيما يظهر
بعض الحفلات التي أقامها لي الزملاء حينئذ وطلبت الي أستاذها

واستاذي لطفي السيد ان يظهرني في صالونها وكذلك عرفت في

visited frequently

ذلك الصالون وترددت عليها في أيام الثلاثاء الى أن سافرت الى
أوربا . . . وكان بين الذين يترددون علي الصالون المصريون

والسوريون والاوربيون علي اختلاف شعوبهم وكان منهم الرجال والنساء
وكانوا يتحدثون في كل شيء ، ويتحدثون بلغات مختلفة وبالعربية

والفرنسية والانكليزية خاصة ، وربما استمعوا لقصيدة تلقى

أو مقالة تقرأ أو قطعة موسيقية تحزف أو اغنية تنفذ الي القلوب

ومن كبار أهل القلم وقادة الفكر الذين كانوا يترددون

علي صالون مي نذكر لطفي السيد ، وأمير الشعراء أحمد شوقي

وطه حسين ، وعباس العقاد ، ومن الجدير بالذكر ان العقاد

قال عن صالون مي " أنه لو جمعت الاحاديث التي دارت في ندوة

مي لتألفت منها مكتبة مصرية تقابل مكتبة " العقد الفريد "

ومكتبة "الأغاني " في الثقافتين الاندلسيه والحباسية " .

وازداد نشاطها الادبي بعد الحرب العالمية الاولى ، ولم

leader

تلبث ان أصبحت زعيمة الادبيات في العالم العربي . وكانت
ايضا توجهت تقام لها حفلات التكريم .

exchanged...
with

وكان بين الادياء الذين بادلتهم الاراء والافكار جبران
خليل جبران أديب المهجر ، الذين ما كادت تطلع على كتاباته
حتى شعرت بجاذبيته الادبية فكاتبته وكاتبها ، وتطورت علاقتهما
الي حب استمر زمنا من غير ان يلتقيا . وقد ولد من هذه
العلاقة رسائل متبادلة تعد اليوم من ثروتنا الادبية .

despised

وكانت مي برغم ثقافتها الاجنبية شرقية الروح ، وقد
قالت عنها احدي الادبيات الشهيرات عائشة التيمورية : " أنها
كانت المثل الاعلى للفتاة الشرقية الراقية المثقفة . لقد
أخذت مني الكثير من ثقافة العرب وطرافة واتجاهاته ، ولكن
ذلك لم ينسها حق أهلها ووطنها ، وكان الشرق كله لها وطننا .
فما نسيت عادات أهلها ، ولا احتقرت تقاليد قومها . "

characteristics

وقد انضمت الي الحركة النسائية في مصر للدفاع عن حقوق
المرأة ، وطالبت بتحقيق المساواة في العمل بينها وبين الرجل
وذلك في احاديثها أو كتاباتها وخطبها . لقد كانت مي تؤمن
بالحرية للمرأة وتطالب بالتساوي بينها وبين الرجل ولكنها كانت
تؤمن ايضا ان الحرية والمساواة ينبغي الاتخرج المرأة عن
خصائصها الطبيعية .

لقد تركت مي نتاجا ادبيا رائعا من كتاباتها وترجماتها
بينها : " ابتسامات ودُموع " وهو منقول عن الالمانية لفردريك
مكس مولر ، و" رجوع الموجة " نقلته عن الفرنسية ، للكاتب برادا

وَالْحَبُّ فِي الْعَذَابِ عَنْ الانكليزية للروائي كونا ندويل .

ومن مؤلفاتها "بين المدّ والجزر" و"ظلمات وأشعة" و"باحثة
البارية" و"كلمات وإشارات" .

عن أنيس المقدسي
الفنون الأدبية وعلامها في النهضة العربية
الحديثة .

(بيروت ١٩٦٣) ص ٤٦٨ - ٤٨٤

تمرين ١٦ في كتاب التمارين

الدرس التاسع

القسم الأول : أركان القومية العربية

أ - الجمل التمهيدية

- ١ - نشر أستاذ في الجامعة مقالا بعنوان القومية العربية : أركانها وأهدافها .
(رُكْنٌ - أَرْكَانٌ)
A professor in the University published an article entitled: "Arab Nationalism: Its Bases and Aims".
- ٢ - وقد حاول المؤلف أن يحدد مفهوم القومية العربية بدقة .
(حَدَّدَ ، تَحَدَّدَ)
(رِقَّةٌ) : (رَقِيقٌ - رِقَاقٌ / أَرَقَّةٌ)
The author tried to define accurately the concept of Arab nationalism.
- ٣ - ومما جاء في مقاله ان القومية العربية تستند الى أسس حضارية مهمة تضم اللغة والتاريخ والدين والمصالح المشتركة والبيئة .
(ضَمَّ - ضُمَّ)
(مَصْلَحَةٌ - مَصَالِحُ)
(اسْتَنَدَ إِلَى ، اسْتِنَادٌ)
(بَيْئَةٌ - بَيَّاتٌ)
Among the things that appeared in his article is the fact that Arab nationalism rests on important cultural foundations which include language, history, religion, common interests, and the environment.
- ٤ - وأضاف الكاتب قائلا " ان أى عامل من هذه العوامل لا يصلح وحده أن يكون أساسا للقومية ، بينما تستطيع مجتمعة ان تكون شعور الانتماء الى قومية واحدة .
(صَلَحَ - صَلَحَ)
(بَيْنَمَا)
(كَوَّنَ ، تَكْوِينٌ)
(اِنْتَمَى إِلَى ، ل ، اِنْتِمَاءٌ)
The author added that no one of these factors alone is valid to be a basis for nationality, whereas collectively they can create the feeling of belonging to one nationality.
- ٥ - وقد أدت هذه العوامل الى ايجاد نوع

من التفاهم الروحي والعقلي بين العرب
جميعاً ، واكتسابهم تقاليد مشتركة .
(أَرَى إِلَى ، تَأْرِيَّةُ)
(تَفَاهَمٌ ، تَفَاهُومٌ)
(عَقْلٌ - عُقُولٌ)
(اِكْتَسَبَ ، اِكْتِسَابٌ)
(تَقْلِيدٌ - تَقَالِيدٌ)

٦ - وأكد المؤلف أن أنقسامهم الى دول ومذاهب
دينيه أو سياسية مختلفة لم يمنعهم من
الحقيقة من الشعور بأنهم ينتمون الى
وطن واحد ويشكلون أمة واحدة لايفصلهم
فاصل .

(اِنْقَسَمَ ، اِنْقِسَامٌ)
(مَذْهَبٌ - مَذَاهِبٌ)
(مَنَعَ - مِنْ ، مَنَعٌ) : (مَنَعَ - مَنَعًا)
(حَقِيقَةٌ - حَقَائِقُ)
(شَكَّلَ ، تَشَكُّلٌ)
(فَصَلَ - ، فَصْلٌ)

٧ - وهذا الشعور ليس مجرد عواطف بل هو
شعور قوى يشغل مكانا أساسيا في
تفكيرهم ووجودهم .

(مَجَرَّدٌ)
(عَاطِفَةٌ - عَوَاطِفُ)
(شَغَلَ - ، شُغْلٌ)

٨ - وهو ليس جديداً ، بالرغم من أن القومية
نفسها ظاهرة جديدة .
(ظَاهِرَةٌ - ظَوَاهِرٌ)

٩ - فالتاريخ العربي مليء بالأمثلة التي
تدل على أن هذا الشعور كان موجودا

of a kind of spiritual and intellectual
understanding among all the Arabs, and
to their acquisition of common tradi-
tions.

The author affirmed that their being
divided into different countries and
religious or political sects has not
in fact prevented them from feeling
that they belong to one homeland and
that they form one nation with nothing
separating them.

This feeling is not mere emotions, but
it is a strong feeling which occupies
a fundamental place in their thought
and existence.

And it (this feeling) is not new, in
spite of the fact that nationalism it-
self is a new phenomenon.

Arab history is full of examples which
show that this feeling has been in ex-
istence since the appearance of Islam.

منذ ظهور الاسلام .

(مَلَأَ - مَلَّ) : (مليء - مَلِيثُونَ)

(مَشَالٌ - أَمَثَلَةٌ)

١٠ - وما لاشك فيه أن فكرة القومية العربية

أُكْسِبَت قُوَّةً وَأَزْدَادَاتٍ انتشارا بفضل

شعور العرب بوحدة المصير .

One thing about which there is no doubt is that the idea of an Arab nationality has acquired strength and become more widespread, thanks to the Arab's awareness of their common destiny.

ب - النص الأساسي

مقدمة :

يعدُّ مُنِيفُ الرَّزَّازِ من مفكري العرب السياسيين وقد عرف بدراساته التي تناول فيها حركة القومية العربية، ونجد في هذه القطعة محاولة لتحديد مفهوم القومية العربية وأركانها .

من أصعب الأمور أن نحدد أركان أي قومية بدقة فاللغة وحدها لاتصلح أن تكون ركنا من أركان القومية . ونحن نعلم أن بريطانيا والولايات المتحدة تشتركان في لغة واحدة ولا تشتركان في قومية واحدة ، بينما تتعدد اللغات في سويسرا والهند وتشكل مع ذلك كل منهما قومية واحدة .

والدين وحده لا يصلح أن يكون ركنا من أركان القومية ، فمع أن بلغاريًا واليونان تنتميَان لمذهب ديني واحد إلا أنهما لم تشكلا قومية واحدة . كما أن في الهند مذاهب دينية متعددة ولم يمنع تعددها من أن تكون أمة واحدة وقومية واحدة .

والبيئة الجغرافيةُ الواحدة لاتصلح أن تكون وحدها ركنا من أركان القومية -geographical peninsula وقد رأينا في شبه جزيرة إيبيريا قوميتين مختلفتين ، الإسبانية والبرتغالية .

والتاريخ كذلك لا يصلح وحده . فمع أن الأتراك والعرب قد عاشوا تاريخا واحدا مدة تزيد عن خمسة قرون إلا أنهم لم يكونوا قومية واحدة

بينما لايزيد عمر الولايات المتحدة عن ثلاثة قرون ومع ذلك فقد اكتسبت هذه الصفة وهناك أمثلة أخرى .

والمصالح المشتركة لا يمكن أيضا أن تشكل قومية واحدة . فمع أن الدول الواقعة على نهر الدانوب تشترك في المصالح فان هذه المصالح المشتركة لم*توحد بينها .

فإذا كان التاريخ والجغرافيا واللغة والدين والمصالح المشتركة لا يصلح أي منها لكي يكون قومية . فمم تتكون القومية ؟ الحقيقة هي أن القومية لاتحدر بأى عامل من هذه العوامل وانما أولا وآخرا بشعور مجموعة من الناس بأنهم قومية واحدة . ان هذا الشعور ليس مجرد عواطف سَطْحِيَّةٍ ولكنه شعور بوحدة المصير ووحدة المصالح ووحدة المركز الحيوي superficial الذى تشغله الأمة . وهذا الشعور لابد أن يستند الى أساس والى أسباب ولكن هذه الأسباب قد تختلف باختلاف كل أمة وكل قومية .

فما هي هذه الأسس التى تقوم عليها القومية العربية ؟ أن أول هذه الأسس هو وحدة الأرض . هذه الأرض التى تمتد من أَقْصَى الشرق الى farthest أقصى الغرب ومن الشمال الى الجنوب ، قطعة واحدة لايفصل بعضها عن بعض فاصل طبيعي كبير .

أما اللغة فواحده منذ أربعة عشر قرنا واللغة ليست ركنا بسيطا من أركان القومية . فعلى رغم أن العالم مليء بالأمم المختلفة التى تشترك مع غيرها من الأمم باللغة دون أن تشترك معها بالقومية الا ان الظاهرة الواضحة العامة هي أن انقسام القوميات قائم على أساس لغوي . وليس هذا بالغريب فاللغة هي وسيلة التفاهم العقلي بين الناس كما أنها تَصْبِغُ المتكلمين بها colors,dyes بصبغة خاصة .

أما الركن الثالث فهو التاريخ الواحد . هذا التاريخ الذى حمل صورة واحدة ومر على أدوار واحدة وصبغ هذا الوطن بصبغة واحدة منذ ظهور الاسلام حتى اليوم .

والركن الرابع من أركان القومية العربية هو الدين الاسلامي .
وبالرغم من ان الدين لا يمكن أن يحدد القوميات وان الاسلام يضم قوميات
مختلفة منها الهندية والایرانية والتركية الا ان الذي لاشك فيه ان الاسلام
قد صيغ حياة العرب العقلية وصيغ تفكيرهم وتقاليدهم وعاداتهم وحياتهم
اليومية أكثر من ثلاثة عشر قرنا . وادنى الى توحيد العرب جميعا
مسلمين ومسيحيين فى إطار فكرى واحد .

frame

ويضاف الى ذلك كله ما بمن الدول العربية من مصالح اقتصادية
وسياسية وثقافية مشتركة تزيد هذه العوامل قوة .

منيف الرزاز
معالم الحياة العربية الجديدة
الطبعة الخامسة، بيروت ١٩٦٦
ص ٢٧٥ - ٢٨٠

بتصرف

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

- أ - من هو منيف الرزاز ؟
- ب - ماذا تتناول دراساته ؟
- ج - ما هو موضوع القطعة ؟

- ١ - هل تشترك بريطانيا والولايات المتحدة فى لغة واحدة ؟ وما هي ؟
- ٢ - هل تشكل بريطانيا والولايات المتحدة قومية واحدة ؟
- ٣ - هل توجد لغة واحدة فى سويسرا أم لغات متعددة ؟
- ٤ - لماذا لا تصلح اللغة وحدها أن تكون ركنا من أركان القومية ؟
- ٥ - لماذا لا يعتبر الكاتب الدين وحده ركنا من أركان القومية ؟

- ٦ - هل تصلح البيئة الجغرافية الواحدة وحدها ركنا من أركان القومية ؟ ولماذا ؟
- ٧ - ما *طول المدة التي كان فيها للعرب والأتراك تاريخ مشترك ؟
- ٨ - هل يعتبر الكاتب ان فى الولايات المتحدة قومية واحدة ؟
- ٩ - على أى أساس أشرت للعرب والأتراك فى تاريخهم ؟
- ١٠ - لماذا تشترك الدول الواقعة على نهر الدانوب ؟
- ١١ - هل تصلح المصالح المشتركة وحدها أن تكون ركنا من أركان القومية ؟ ولماذا ؟
- ١٢ - كيف يحدد الكاتب معنى القومية ؟
- ١٣ - هل اساس الشعور القومي واحد فى جميع الامم والقوميات ؟
- ١٤ - ما هي الأسس التي تقوم عليها القومية العربية ؟
- ١٥ - لماذا تعتبر الأرض العربية أرضا واحدة ؟
- ١٦ - ما هو أساس انقسام القوميات بصورة عامة ؟
- ١٧ - لماذا يعتبر الكاتب الأساس اللغوي من الاسس الهامة فى القومية ؟
- ١٨ - لماذا يعتبر الكاتب الدين الاسلامي ركنا من أركان القومية العربية بالرغم من وجود الكثير من المسيحيين فى الوطن العربى ؟

القسم الثاني : القواعد

أ - استعمال "كل" و "جميع" 'all' جميع and كُلّ

In the following respects كل and جميع are used similarly:

(1) Both may be followed by a definite plural noun in the genitive:

كُلّ الفلاحين 'all the farmers'
جميع الفلاحين

(2) Both may follow a definite plural noun (agreeing with it in case)

and have an attached pronoun suffix referring to the noun:

العمال كلهم 'all the workers'
العمال جميعهم

(3) Both may occur, with the definite article, as independent nouns. Here

generally refers to things, always to people:

الكل 'the whole, everything, all,
الجميع 'everyone'

The differences between them are as follows:

(1) Only كل is used with a following singular noun:

كلُّ الدرس 'the whole lesson'

كلُّ درسٍ 'each lesson'

(2) Only is used as a noun in the indefinite state:

كُلٌّ من الشعراء 'each of the poets'

(3) Only (in the indefinite accusative) is used as an independent

modifier, following the modified item:

رأينا الطلاب جميعاً . 'We saw the students all together.'

تكلم مع الصحفيين جميعاً . 'He talked to the journalists in a body.'

تمرين ٢: تحويل

حوّل مستعملا "جميع" كما في المثل التالي:

جاء جميع الطلاب. ←

جاء الطلاب جميعهم .

١- قابلت جميع موظفي الشركة .

٢- اجتمعت بجميع الاساتذة .

٣- عاد جميع اصدقائي الى بلادهم .

٤- قبلت جميع الاقتراحات التي قدمها المدير العام .

٥- جميع اخواتي في لبنان .

٦- اراء جميع المفكرين العرب متفقة على ان التغيير ضروري في العالم العربي

٧- جميعكم مصريون .

٨- أعطي جميع الخريجين وظائف في الدولة .

٩- ليس جميع مدرسي اللغة العربية في امريكا عربا .

١٠- كانت جميع الحاضرات طالبات من قسم اللغة العربية .

١١- جميعكن جميلات .

ب - وظائف المصدر :

B.

Verbal nouns may have the following noun functions:

- (1) Subject or predicate of an equational sentence.
- (2) Subject of a verb.
- (3) Object of a verb or preposition.
- (4) First or second term of an idafa.
- (5) Accusative of specification.
- (6) As a ḥal

They may also have the following special functions:

- (7) Cognate accusative.
- (8) Accusative of purpose or cause.

تمرين ٣ في كتاب التمارين .

ج - تمارين عامة :

C.

تمرين ٤ : تحويل

A noun may be modified by a following adjective clause beginning with some form of

حوّل من "جملة وصفية" الى "اسم الفاعل" كما في المثل التالي:
الذي and a verb, or by a following active participle. The two constructions are roughly equivalent in meaning.

تشترك الدول التي تقع على نهر الدانوب في المصالح . ←

The states which are situated on the Danube River share interests.

تشترك الدول الواقعة على نهر الدانوب في المصالح .
The states situated on the Danube River share interests.

١- الكويت من اكبر الدول التي تنتج زيتا .

٢- ما هي الانهار التي تحيط ببغداد ؟

- ٣- تعد القومية من الظواهر التي انتشرت في المدة الاخيرة .
- ٤- الاسلام من الاديان التي تحرّم شرب الخمر .
- ٥- يحب قراءة الكتب التي تقتصر على القصص الخيالية .
- ٦- استقبل فريق من الملائكة الروح التي كانت تصعه الى السماء .
- ٧- كان للصحافة التي ازدهرت في العالم العربي دور مهم في النهضة الفكرية .
- ٨- يحب القراء الصحف التي تحتوي على موضوعات مختلفة في السياسة والفن .
- ٩- الجامعة الاردنية من المعاهد العلمية التي تأخرت في الظهور في البلاد العربية .
- ١٠- ترسل وزارات التربية الطلاب الذين يتفوقون الى الجامعات الاجنبية لاكمال دراستهم العالية .
- ١١- يجب تشجيع الكتب التي تستند الى دراسات علمية دقيقة .
- ١٢- ما هي الدول الاخرى التي تنتمي الى هذا المذهب الديني .

تمرين ٥ : تحويل

حوّل كما في المثل التالي مستعملا المفرد :

- يمكن ان تكون اللغة من اركان القومية . ←
- It is possible that language may be among the bases of nationalism .
- يمكن ان تكون اللغة ركنا من اركان القومية .
- It is possible for language to be one of the bases of nationalism .

- ١- هاملتون جب من اكبر المستشرقين في العالم .
- ٢- لبنان من الدول العربية المستقلة .
- ٣- "حديث الأربعاء" من الكتب المهمة التي ألفها طه حسين .
- ٤- البحرين من امارات الخليج العربي .
- ٥- الجامعة الامريكية في بيروت من الجامعات المشهورة في العالم .
- ٦- امرؤ القيس من الشعراء الجاهليين المعروفين لدى المستشرقين .
- ٧- اليهودية من الاديان العالمية .

- ٨- يعتقد بعض المفكرين ان اللغة من الروابط التي تجمع العرب معا .
- ٩- الجامع الاموى في دمشق من اشهر الجوامع في العالم الاسلامي .
- ١٠- كنيسة القيامة من اقدم الكنائس في العالم .

تمرين ٦ : دراسة المفردات

أ - ش ر ك

١- شَارَكَ فِي ، مُشَارَكَةً
to participate in

شاركت الصحافة في النهضة الفكرية في العالم العربي .

٢- أَشْرَكَ بِاللَّهِ ، إِشْرَاكًا
to be a polytheist

كان معظم عرب الجاهلية من المشركين .

٣- اشْتَرَكَ فِي ، اشْتِرَاكًا
to enter into partnership

أ- تشترك الدول العربية في المصالح الاقتصادية .

ب- اشترك منيف الرزاز في تأسيس حزب البعث .

ج- اشتركت مكتبتنا مؤخرا في جريدة الاهرام القاهرية .

٤- شَرَكَةٌ - ا ت
شَرَكَةٌ تِجَارِيَّةٌ
company; partnership

توجد قواعد خاصة (قانون) لتنظيم الشركات التجارية .

٥- شَرِيكَ - شُرَكَاءُ
partner; associate

اسس هذه الشركة التجارية اربعة شركاء .

٦- اشْتِرَاكِيٌّ
الاشْتِرَاكِيَّةُ
socialist

تعتبر بلغاريا ورومانيا من الدول الاشتراكية .

يجب أن نحدد مفهوم الاشتراكية بوضوح قبل بدء الحديث .

٧- مُشْتَرَكٌ

common

ان المصالح المشتركة لا تصلح وحدها ان تكون ركنا من اركان القومية .

٨- سوقٌ مُشْتَرَكَةٌ

Common Market

بعد مناقشات طويلة دخلت بريطانيا في السوق الاربية المشتركة .

ب - ف ه م

١- فَهَمَ ، فَهَمَ

to understand

لقد فهمت المشكلة بعد ان ذكر صديقي اسبابها وظروفها .

٢- فَهَمَ - أَفْهَمَ

understanding

misunderstanding

سَوْءُ فَهْمٍ

واجه صعوبة في فهم المشكلة .

لقد كان هناك سوء فهم من جانبه اول الامر ولكنه ادرك القضية بعد ذلك .

٣- تَفَاهَمَ (على) ، تَفَاهَمَ

to reach an understanding

misunderstanding

سَوْءُ تَفَاهُماً

اجتمع المندوبون أمس وبعد مناقشة طويلة تفاهموا على وضع مشروع مشترك .

لقد كان هناك سوء تفاهم بيننا ولكننا اجتمعنا واتفقنا على حل .

٤- فَهَّمَ ، تَفَهِّمَ

to make (s.o.) understand

لقد علّمني ابي وفهّمني كثيرا من الامور عندما كنت صغيرا .

٥- اسْتَفْهَمَ (عن) ، اسْتَفْهَمَ

to inquire (about)

جاء ليستفهم عن المكان الذي يعيش فيه اخوه الغائب .

٦- عَلَامَةُ اسْتِفْهَامٍ

question mark (?)

يجب ان تضع علامة استفهام في آخر كل سؤال .

understood; comprehensible

٧- أ - مَفْهُومٌ

concept

ب - مَفْهُومٌ - مَفَاهِيمُ

أ- هذا أمر مفهوم بالنسبة للجميع .

بد حدد الكاتب في مقاله مفهوم القومية بدقة .

incomprehensible

٨- غَيْرُ مَفْهُومٍ

سيبقى سبب تركه الجامعة شيء غير مفهوم بالنسبة لي .

it is said that

٩- مِنَ الْمَفْهُومِ أَنَّ

كان من المفهوم أنّ الرئيس سيبدأ زيارته للمملكة في الخامس من هذا

الشهر ولكنه غير رأيّه لأسباب غير مفهومة .

تمرين ٧ و ٨ في كتاب التمارين

D. Parts of Speech: Verb.

د - أقسامُ الكلام : الفعل

Words in Arabic are traditionally divided into three parts of speech or form three classes: verbs (أفعال), nouns (أسماء) and particles (حروف). This classification is based primarily on forms--the particular set of inflections that a given word takes. Thus, in Lesson four it was pointed out that verbs are inflected for tense, voice, mood, person, number and gender, and that nouns are inflected for case, number and definiteness; particles are not inflected at all. These three classes of words are further broken down into sub-classes, partly on the basis of inflections but also partly on the basis of syntactic function or meaning. For example, certain nouns can be inflected not only for case, number and definiteness but for gender and comparison as well, and are labelled "adjectives" to set them off from those nouns that cannot be so inflected. On the syntactic level, adjectives can do whatever nouns can do, e.g. serve as a member of an idafa as in كَبِيرُ الْأَطْبَاءِ 'the chief doctor', but unlike nouns, can also

be used attributively, e.g.:

الطَّبِيبُ الْكَبِيرُ 'the great doctor'

Semantically nouns are names while adjectives describe. Some sub-classes of particles are prepositions, which indicate the relationship of the phrase following it to the rest of the clause; adverbs, which denote place, manner, degree, time, etc. and typically modify verbs; and nominalizers, which are conjunctions introducing clauses and permit those clauses to function as nouns. The sub-classes of the various parts of speech will now be listed.

A. Verbs.

1. Verbs are remarkably uniform in Arabic; there are only a few incomplete verbs to be noted: the negative verb لَيْسَ 'not to be', which occurs only in the perfect tense active voice and has present meaning, and the imperative verbs أَتَى 'give!', (fem. هَاتِي, pl. هَاتُوا) a variant of the Form IV verb (تَعَالَوْا, fem. تَعَالِي) 'come!' (fem. تَعَالِي, pl. تَعَالُوا) which serves as the imperative for the verbs أَتَى 'to come' and جَاءَ 'to come'.

2. Impersonal verbs, such as وَجِبَ - يَجِبُ 'to be necessary', جَازَ - يَجُوزُ 'to be permissible' and أَمْكَنَ - يُمْكِنُ 'to be possible' can take a subject only verbal nouns or clauses beginning in مَا , أَنْ or أُنَّ , and so are found only in the third person masculine singular. These clauses may also be subjects of certain other verbs as well, which are then said to be used impersonally.

The impersonal use of verbs is illustrated in the next two drills.

3. Adjectival verbs أَفْعَالُ التَّعَجُّبِ are those found after exclamatory مَا , 'how...!' as in مَا أَجْمَلُهَا 'How beautiful she is!' They are found in the perfect tense third masculine singular only, and are followed by a direct object in the accusative.

All other verbs in the language are regular and complete in their inflections.

The above groupings of verbs are based on inflections; the following groupings are based on the syntactic constructions in which verbs participate.

تمرين ٩: ربط الجمل

اربط كلا من الجمل الآتية مع الفعل الذي يليها كما في المثل التالي:

انتخبوه رئيسا للجامعة • يمكن ————— They elected him president of the university.

يمكن ان ينتخبوه رئيسا للجامعة • It is possible that they will elect him president

of the university.

١- فتيات لبنان جميلات جدا • يظهر •

٢- وافق المجتمعون على مشروعك • يستحيل •

٣- خصصت الجامعة جوائز للطلاب المتفوقين هذه السنة • يجوز •

٤- ساعد الصديق صديقه عند الحاجة • يجب •

٥- غيرت الدولة سياستها الخارجية • يمكن •

٦- هو محاضر عظيم • يظهر •

٧- حلت مشاكل العالم الثالث بواسطة المساعدات الخارجية فقط • يستحيل •

٨- زرت القدس • يمكن •

٩- تفاهمت الشعوب فيما بينها • يجب •

١٠- تأخر موعد وصول أخي • يمكن •

تمرين ١٠ في كتاب التمارين •

تمرين ١١: تحويل

حوّل الى "فعل تعجب" كما في المثل التالي:

Shakespeare is great!

شكسبير عظيم • ←

How great he is!

ما أعظمه !

- ١- جورجينا رزق جميلة •
- ٢- الدرس سهل •
- ٣- المشكلة صعبة •
- ٤- البناء كبير •
- ٥- إخوتي اقوياء •
- ٦- نجيب محفوظ مشهور •
- ٧- ابنتي صغيرة •
- ٨- قصاعدها رائعة •
- ٩- جامعة الازهر قديمة •
- ١٠- حاتم الطائي كريم •

القسم الثالث : الاصغاء والفهم

- ١ - ادرس الكلمات التالية ثم استمع الى القطعتين المسجلتين على الشريط واعمل بما جاء في التمرين الخاص بكل منهما (تمرين ٩ ، ١٠ ، ١١ ، ١٢ على التوالي) في كتاب التمارين •

عاشق lover طفل - اطفال child

- ب - للاصغاء فقط • استمع الى النشيد anthem المسجل على الشريط مستعينا على فهمه بالترجمة التالية

O' my country with struggle and patience
resist enemy deceit and disasters and be saved
Be saved for ever
We are ready to sacrifice. O' Libya.

O' my country, dear inheritance of our ancestors
May God not assist any inimical hand that intends to cause you
any harm
Be saved, we are your soldiers for ever
We shall, never care, who will perish, when you are safe,
Pledge with all solid covenants.
We shall not -- Libya -- deceive you
No return to chains
We are free, and have freed our country
Libya.

القسم الرابع : مراجعة

للقراءة والاملاء

لعبت الصحافة دورا كبيرا في ازدهار النهضة الادبية والفكرية والسياسية في العالم العربي . فقد أسهم كثير من الادباء ورجال الفكر والسياسة في تحرير الصحف وتقدم الصحافة منذ ظهورها . بدأت الصحافة العربية في مصر في اوائل القرن التاسع عشر . ومن هناك انتشرت في معظم الاقطار العربية . وهكذا يجد القارئ اليوم الكثير من الصحف العربية التي تحتوي على الاخبار العالمية والمحلية والاعلانات والتعليقات والبرامج الاذاعية وغيرها .

تمرين ١٤ : تبديل

• حول الفعل الى المصدر ثم بدّل كما في المثل التالي :

The press plays an important role in تلعب الصحافة دورا كبيرا في
guiding public opinion. توجيه الرأي العام

- | | |
|---------------------------------------|----------------------------------|
| ١ - يسّرت الحصول على الانباء العالمية | ٦ - ازدهرت النهضة الادبية |
| ٢ - بعثت الروح الوطنية | ٧ - تقدمت الثقافة في كل بلد |
| ٣ - نشرت مبادئ الحق والمساواة | ٨ - دافعت عن حقوق الشعب |
| ٤ - شجعت التفاهم بين الشعوب | ٩ - نشرت الاخبار اليومية |
| ٥ - عبّرت عن وجهات نظر الناس | ١٠ - قضت على عادات الشعوب السيئة |

تمرين ١٥ : ترجمة - تبديل

The author explained the concept of nationalism فسر الكاتب مفهوم القومية
accurately. بدقة

- | | |
|--------------------|------------------|
| 1. simply | 6. magnificently |
| 2. clearly | 7. with courage |
| 3. with concern | 8. with power |
| 4. with difficulty | 9. easily |
| 5. quickly | 10. accurately |

تمرين ١٦ - ١٨ في كتاب التمارين

القسم الخامس : مطالعة موسعة

مختارات من كتابات طه حسين

اصلاح

قال الطالب الفتي لاستاذة الشيخ : ما اكثر ما يذكر
 قومنا الاصلاح ، وما اقل ما يصلحون .
 قال الاستاذ الشيخ لتلميذه الفتى : انما يقولون
بأفواههم ما ليس في قلوبهم ، ولو آمنت قلوبهم بالاصلاح
 حقاً لعملوا اكثر مما يقولون .

كذب

قال الطالب الفتى لاستاذة الشيخ : ما احب الكذب الى فلان !
 قال الاستاذ الشيخ لتلميذه الفتى : لو أدبه الشعب حين كذب
 كذبه الاولى لما عاد الى الكذب مرة اخرى .

إخوان

قال الطالب الفتى لاستاذہ الشيخ : اني أقرأ في كتاب قديم
ان المأمون قال : الاخوان ثلاث طبقات : طبقة كالغذاء لا
categories; food
do without; medicine يستغنى عنه . وطبقة كالدواء لا يحتاج اليه الا احيانا
disease
وطبقة كالداء لا يحتاج اليه ابدا .
قال الاستاذ الشيخ لتلميذه الفتى : عسى المأمون يابني
perhaps
ان يكون مُصِيباً في ايامه ، ولكنك تعلم اننا نعيش في ايام
right
شح فيها الغذاء ، وقل فيها الدواء ، وانتشر فيها الداء
وأخلق بمن بقي من الاخوان ان يكونوا كما بقي لنا من الحياة
جوَّع لا يدفعه غذاء ، وداء لا يُشفيه دواء .
hunger; heal
قال الطالب الفتى لاستاذہ الشيخ : واذا ؟
قال الاستاذ الشيخ لتلميذه الفتى : واذا فاعمل صالحا
وانتظر الجنة التي وعد الله عباده الصالحين والتي لا
يحرم اهلها غذاء ، ولا يشكون داء ولا يلتمسون دواء .

من كتاب "جدة الشوك" (القاهرة ، ١٩٦٢) ص ٣٦ ، ١٣١ ، ١٤٠

تمرين ١٩ في كتاب التمارين

الدرس العاشر

القسم الأول : من رواد النهضة الحديثة فى العالم العربى

أ - الجمل التمهيدية

- ١ - صلاح : يظهر لى انك مطلعة على اللغة العربية وأدائها اطلالا واسعا فكلم سنة درست اللغة العربية ؟
(اُطْلِعْ عَلَى ، اُطْلَاعٌ ، اُطْلَاعَاتٌ)
- ٢ - ماري : أكثر من أربع سنوات، وبالإضافة الى ذلك فقد عشت فى القاهرة مع أسرة مصرية لمدة عامين فى سبيل تعلم اللهجة المصرية .
(أُسْرَةٌ - أُسْرَاتٌ / أُسْرٌ)
(سَبِيلٌ - سَبِيلٌ) : (فى سَبِيلِ)
- ٣ - صلاح : ان ما علمته يعتبر أحسن طريقة لتعلم اللغات الأجنبية .
(اُعْتَبِرْ ، اُعْتِبَارٌ ، اُعْتِبَارَاتٌ)
(طَرِيقَةٌ - طَرِيقٌ / طَرِيقٌ)
- ٤ - ماري : نعم ، فقد كنت أستخدم اللهجة المصرية طول الوقت أثناء أقامتى فى مصر ، وانى الآن قادرة على التحدث بها بسهولة .
(اِسْتَحْدَمَ ، اِسْتَحْدَامٌ)
(قَدَرٌ - قَدْرَةٌ / مَقْدَرَةٌ) :
(قَدِيرٌ - قَدِيرُونَ)
- ٥ - صلاح : ما غايته من دراسة العربية يا ماري ؟
(غَايَةٌ - غَايَاتٌ)
- "It seems to me that you are well-informed about Arabic language and literature. How many years have you studied Arabic?"
- "More than four years. In addition to that, I lived in Cairo with an Egyptian family for two years in order to learn the Egyptian dialect."
- "What you did is considered the best way to learn foreign languages."
- "Yes, I used the Egyptian dialect all the time during my stay in Egypt, and now I am able to converse in it easily."
- "What is your objective in studying Arabic, Mary?"

٦ - ماري : فى الحقيقة إن الغرض الاساسى لدراسة العربية بالنسبة لى هو رفع مستوى الثقافى واللغوى، خاصة وإنى أريد أن أشتغل معلمة للغة العربية وآدابها .

(غَرَضٌ - أَغْرَاضٌ)

(رَفَعَ - رَفْعٌ)

(مَسْتَوًى - مَسْتَوِيَّاتٌ)

(اِشْتَغَلَ - اِشْتِغَالَ)

٧ - صلاح : هل ستواصلين دراستك للحصول على شهادة الدكتوراة ؟

(وَاصَلَ ، مُوَاصَلَةٌ)

٨ - ماري : أنا أعتقد أن ذلك ضرورية لمن يريد أن ينال منصبًا للتعليم فى الجامعة .

(ضَرُورَةٌ - ضَرُورَاتٌ)

(مَنَصِبٌ - مَنَاصِبٌ)

٩ - صلاح : من أعجبك من رواد الأدب العربى البارزين فى العصر الحديث ؟

(رَائِدٌ - رُؤَادٌ)

(بَرَزَ - بُرُوزٌ)

١٠ - ماري : توفيق الحكيم ، فقد كتب فى

المسرح والقصة وغير ذلك من

الميادين . وما يميزه عن سواه

أنه الكاتب المسرحى الأول . هذا

وان كنت معجبة بأعماله القصصية

كقصته " عودة الروح " بجزئيتها .

(مَيِّدَانٌ - مَيَادِينٌ)

(مَمَّزَ ، تَمَيَّيزٌ)

"Actually, the basic purpose in studying Arabic as far as I am concerned is to raise my cultural and linguistic level, especially since I want to work as a teacher of Arabic language and literature."

"Are you going to continue your studies in order to obtain the doctorate?"

"I believe that that is a necessity for anyone who wants to obtain a teaching position in a University."

"Who among the prominent leaders in Arabic literature in the modern period have you liked?"

"Tawfiq al-Hakim. He has written in the genres of drama and fiction, and other fields. What distinguishes him from everybody else is that he is the foremost dramatist, although I do admire his works of fiction such as his two-volume novel The Return of the Soul."

(جُزْءٌ - أَجْزَاءٌ)

١١ - صلاح : أنا أوافقك على ذلك وأحب

أن * أقول هنا أن لتوفيق الحكيم

فضلا في ارتفاع مكانة الأدب

في العالم بسبب انتشار أعماله

المترجمة .

(إِرْتَفَعَ ، إِرْتِفَاعٌ)

١٢ - ماري : أتذكر أن أول مرة قرأت فيها

عن " الحكيم " كان في مقال

فرنسي . (تَذَكَّرَ - تَذَكُّرٌ)

١٣ - صلاح : وهذا مما يدل على أن للحكيم

مكانته بالنسبة إلى مقاييس الأدب

العالمي .

(مَقْيَاسٌ - مَقَايِيسٌ)

(شُورَةٌ - شُورَاتٌ)

"I agree with you on that, and I would like to say here that Tawfiq al-Hakim deserves credit for the rise in status of Arabic literature in the world because of the spread of his translated works."

"I remember that the first time I read about al-Hakim was in a French article."

"This is something which indicates that al-Hakim has a certain position by the standards of world literature."

ب - النص الأساسي :

مقدمة

لكل نهضة روادها الذين يضعون أسسها ، ويلعبون دورا كبيرا في تحديد وجهتها . ولا تختلف النهضة العربية الحديثة عن غيرها من نهضات الأمم ، فقد كان لها رواد بارزون عطوا على اصلاح المجتمع العربي وتطويره من التواحي المختلفة : الفكرية والدينية والسياسية واللفوية . ومن أهم هؤلاء الرواد : رفاعة رافع الطهطاوي ويطرس البستاني والإمام محمد عبده .

إذا أردنا تسمية أهم رواد النهضة الحديثة في العالم العربي فلا بد أن نذكر في مقدمتهم رفاعة رافع الطهطاوي (مصر ١٨٠١ - ١٨٧٣) ويطرس

البستاني (لبنان ١٨١٩ - ١٨٨٣) والإمام محمد عبده (مصر ١٨٤٩ - ١٩٠٥)

تقع حياة الطهطاوى فى ثلاثة مراحل رئيسية : مرحلة الدراسة فى الأزهر ومرحلة الإقامة فى باريس ومرحلة العمل والانتاج بعد العودة الى مصر . وقد ذهب الى فرنسا سنة ١٨٢٦ مع البعثة العلمية التى أرسلها والى مصر محمد علي ، وكانت الغاية من سفره أن يكون إماماً دينياً لطلاب البعثة ، ولكنه رأى باب العلم مفتوحاً أمامه ، فأقبل على الدراسة اقبالاً كبيراً ، واطّلع على جانب كبير من العلوم والفنون الأوربية الحديثة وأصبح قادراً على الترجمة من الفرنسية الى العربية ، وألف كتاباً عن باريس وصف فيه الحياة فى فرنسا وصفاً دقيقاً ، وعاد الى مصر وهو مؤمن بضرورة اصلاح المجتمع المصري ، فواصل عمله فى الترجمة والتأليف وأشرف على مدرسة المترجمين أو مدرسة الألسن التى لعبت دوراً مهماً فى نقل كثير من الكتب العلمية الى العربية ، واشتغل فى مناصب تعليمية أو صحافية أخرى . لقد كان للطهطاوى تأثير عظيم فى النهضة الفكرية لا بفضل دوره فى حركة الترجمة فقط ، بل بفضل دوره فى نشر الأفكار الجديدة ايضا كالديمقراطية وانتخاب ممثلين للشعب وتعليم المرأة واشتراكها فى الحياة العامة والحرية الفكرية والدينية والمساواة بين أفراد الشعب .

tongues,
languages

democracy

أما بطرس البستاني فقد عرف بلقب " المعلم " ولقبه بعضهم بالمعلم الثالث وهو لقب يدل على أهمية البستاني ومكانته اذا تذكرنا أن أرسطو كان يُعرف فى التاريخ العربى بأسم المعلم الأول والفارابى بالمعلم الثانى . لقد أسهم البستاني فى ميادين متعددة : التعليم والصحافة واللفظة والسياسة ، واستخدم قلمه فى خدمة الوطن وكان أول من دعا الى تعليم المرأة ورفع مستواها . ولعل أعظم عمل وطنى قام به هو تأسيسه " المدرسة الوطنية " فى بيروت سنة ١٨٦٣ وهو أول معهد علمى فى سوريا أنشئ خارج الأطار الدينى وقد حاول البستاني أن ينشر عن طريقها مبادئ عالية فى التسامح الدينى وحب الوطن . ومن أعماله الصحفية البارزة مجلة " الخباز " التى تعتبر رائدة المجالات الثقافية

Aristotle

al-Farabi

framework

tolerance

والأدبية في العالم العربي واستمرت في الصدور من سنة ١٨٧٠ إلى ١٨٨٤ . وإذا نظرنا إلى أعماله اللغوية والفكرية الأخرى يبرز لنا منها اثنان رئيسيان هما قاموسه " محيط المحيط " و موسوعته " دائرة المعارف " . ومن الجدير بالذكر أن " دائرة المعارف " تمثل محاولة أولى لاعداد موسوعة عربية حديثة . وقد استطاع أن يكمل ستة أجزاء منها قبل وفاته واستمرت أسرته في اصدارها حتى عام ١٩٠٠ عندما صدر الجزء الحادي عشر منها .

ويعد الامام محمد عبده أكبر مصلح عربي ديني في القرن التاسع عشر ، وقد نال شهادة الأزهري ، ثم عُيِّن مدرسا للأدب والتاريخ في معاهد مشهورة كدار العلوم ومدرسة الألسن ، وعهد اليه بتحرير الصحيفة الرسمية " الوقائع المصرية " وأشترك في الحركات السياسية التي كانت * تهدف إلى اصلاح المجتمع المصري خاصة وشؤون المسلمين عامة . وأصبح مفتي مصر الأكبر . وقد عبّر عن وجهته في الاصلاح في قوله " أرتفع صوتي بالدعوة إلى أمرين عظيمين : الأول * تحرير الفكر من قيّد التقليد ، وفهم الدين على طريقة السلف ، واعتباره من مقاييس العقل البشري . واما الأمر الثاني فهو اصلاح أسلوب اللغة العربية في التحرير . وهناك أمر كنت داعياً من دعاته ، والناس جميعاً في عمى عنه ، ذلك هو التمييز بين ما للحكومة من حق الطاعة على الشعب وما للشعب من حق العدالة على الحكومة " . بهذه الكلمات جمع الشيخ محمد عبده مذهبه في ثلاثة اغراض الأول : الاصلاح الديني ، والثاني الاصلاح السياسي وتنظيم شؤون الحكم ، والثالث اصلاح اللغة العربية . وقد اتبع وسائل متعددة في سبيل تحقيق هذه الاغراض ، سواء كان ذلك عن طريق المناصب التي عهدت اليه ، ام في اشتراكه في الثورة العربية (١٨٨٢) ، أو انشائه جمعية العروة الوثقى في باريس ، أو الرحلات التي قام بها إلى البلاد العربية الأخرى كسوريا والجزائر .

المصادر : أنيس المقدسي ، الفنون الأدبية وأعلامها في النهضة العربية الحديثة (بيروت ١٩٦٣) ومهدي عّلام وآخرون ، المطالعة الوافية للمدارس الثانوية (القاهرة ١٩٥٧)

تمرين ١ : اسئلة وأجوبة .

اجب على الاسئلة التالية :

- ١ - ما هي أهم نواحي الحياة العربية التي عمل الرواد على تطويرها ؟
- ٢ - من هم أكبر رواد النهضة العربية ؟
- ٣ - أين ولد رفاعة رافع الطهطاوى ؟ وفى أى قرن عاش ؟
- ٤ - الى كم دور قسّم الكاتب حياة الطهطاوى ؟
- ٥ - أين درس الطهطاوى ؟
- ٦ - من الذى أمر بأرسال البعثة العلمية الى فرنسا سنة ١٨٢٦ ؟
- ٧ - ماذا كانت الغاية من سفر الطهطاوى الى باريس ؟
- ٨ - ماذا عمل الطهطاوى فى باريس ؟
- ٩ - ما موضوع الكتاب الذى ألفه قبل عودته الى مصر ؟
- ١٠ - ما الدور الذى لعبته مدرسة الألسن ؟
- ١١ - ما أهم المناصب التى اشتغل فيها الطهطاوى ؟
- ١٢ - ما هي أهم الافكار الجديدة التى حاول الطهطاوى نشرها ؟
- ١٣ - ما الذى نعنيه بعبارة " رأى باب العلم مفتوحاً أمامه " ؟
- ١٤ - اين ولد بطرس البستاني ؟ وفى أى قرن عاش ؟
- ١٥ - بماذا لُقّب بطرس البستاني ؟
- ١٦ - من هو المعلم الأول بالنسبة الى التاريخ العربى ومن هو الفيلسوف العربى الذى يُعرف بأسم المعلم الثانى ؟
- ١٧ - ما هي الميادين التى أسهم فيها البستاني ؟
- ١٨ - ما معنى عبارة " استخدم البستاني قلمه فى خدمة الوطن " ؟
- ١٩ - ما هو موقف البستاني من المرأة ؟
- ٢٠ - ما هو أعظم عمل وطني قام به البستاني فى نظر كاتب المقال ؟
- ٢١ - كيف كانت المدرسة الوطنية تختلف عن غيرها من المدارس ؟
- ٢٢ - ماذا كانت غاية البستاني من تأسيس مدرسته الوطنية ؟
- ٢٣ - ما هو أعظم عمل صحفي قام به البستاني ؟
- ٢٤ - ما أهم كتابين ألفهما البستاني ؟

- ٢٥ - أين ولد محمد عبده ؟
 ٢٦ - أين درّس محمد عبده ؟
 ٢٧ - ما هي الصحيفة التي حررها ؟
 ٢٨ - ما نوع الحركات السياسية والاجتماعية التي اشترك فيها ؟
 ٢٩ - ما هو أكبر منصب ديني عهد اليه ؟
 ٣٠ - ماذا كانت أغراض محمد عبده الرئيسية ؟
 ٣١ - ما معنى قول محمد عبده " ارتفع صوتي بالدعوة الى أمرين عظيمين " ؟
 ٣٢ - ما اسم الثورة التي اشترك فيها ؟

القسم الثاني : القواعد

A. Negation: Summary.

أ - النفي

1. Verbs are negated as follows:

a. Perfect tense:

لم أقُل شيئاً .	:	لم + jussive 'did not, has not'	'I didn't say anything.'
ما كان في مكانه .	:	ما + perfect 'did not'	'It was not in its place.'
لا سَمَحَ الله .	:	لا 'may...not' (optative)	'God forbid!'
لمّا يجيء	:	لمّا + jussive 'has not yet' (rare)	'He has not come yet.'
هَلَّا حضرت	:	هَلَّا (هل + لا) 'why did not?' (rare)	'Why didn't you come?'

b. Imperfect tense:

(1) Indicative -

لا أعرف	:	لا 'not' (present or future)	'I don't know'
قد لا يذهب	:		'Perhaps he will not go.'
لسنا نعتزف بمثل هذا الدين	:	ليس 'not' (present)	'We do not acknowledge such a religion as that.'
ما يدرس الآن .	:	ما 'not' (present) (rare)	'He is not studying now.'

سوف لا نجتمع غدا : سوف لا 'will not' (future) 'We are not going to meet tomorrow.'

(2) Subjunctive -

لا 'not' : يجب ألا يعود 'He must not return.'

كيلا يتعب 'in order that he not get tired.'

لن أعود : لن subjunctive 'will never' 'I will never return!'

(3) Jussive -

لم 'did not, has not' : See Perfect tense

لا 'don't' : See Imperative

(4) Imperative -

لا + jussive 'don't' (negative command): 'Eat but don't drink!'

2. Nouns and adjectives are negated as follows:

a. in general -

غير 'non-' 'un-' : الطلاب وغير الطلاب 'students and non-students'

: 'unclear' غير واضح 'insincere' غير مخلص

b. verbal nouns -

عدم 'not' : عدم التدخل 'non-intervention'

: عدم الاخلاص 'insincerity'

3. Particles are negated as follows:

لا 'not' : لا فوق بل تحت 'not above but below'

: لا هنا ولا هناك 'neither here nor there'

4. Equational sentences

a. definite subject -

ليس (ب) 'is not' ليست المشكلة مشكلة 'The problem is not one of mutual understanding alone.'

تفاهم فحسب : لست طالبا 'I am not a student.'

ليس ذلك بغريب 'That is not strange.'

ما الدنيا الا خيال : 'not, nothing' ما ... (الا) 'Life is nothing but a drill.'

b. indefinite subject

لا شك في ذلك : 'There's no doubt about that.' لا 'there is no'

ما من شك في ذلك : (rare) 'there is no' ما (من) 'There's no doubt about that.'

5. Independent negatives

لا 'no' : لا يريد الذهاب معنا : 'No, he doesn't want to go with us.'

هل تحبينه ؟ كلا : 'no, certainly not' : 'Do you love him? Certainly not.'

Note: In general the interrogative particle أ rather than هل is used before a negative, as in ليس كذلك ؟

تمرين ٢: تحويل

انفر الجمل التالية مستعملا اداة النفي المناسبة :

- ١- وصل الى المطار متأخرا .
- ٢- نعرف أن بيروت من اقدم مدن العالم .
- ٣- انا طالب في احدى الجامعات الامريكية .
- ٤- هو من المستشرقين القادرين على ترجمة القرآن .
- ٥- عرف هذا الرجل باخلاصه في عمله .
- ٦- تم هذا العمل بمعرفتي .
- ٧- في الشرق الاوسط كثير من البلدان التي تنتج الطائرات .
- ٨- النظام الامريكي قائم على اساس نظام الحزب الواحد .
- ٩- هن غنيات .
- ١٠- عرف بعض العرب باخلاصهم لمبادئ الدين .
- ١١- ناقش المجتمعون الشؤون السياسية .
- ١٢- كان رئيسا للوزراء .
- ١٣- قد أزور القدس في العام القادم .
- ١٤- سوف أقابل رئيس الجامعة غدا .

١٥- يجب ان يعود الى الشرق الاوسط.

١٦- يزور اهله في لبنان كل عام كي يقال انه مخلص لهم.

١٧- اذهبي الان الى السوق.

ب - تمارين عامة :

تمرين ٣ : ترجمة

ترجم الى العربية :

Oral translation

1. I was in touch with my friends.
2. Cairo is filled with scientific institutes.
3. It is difficult for them to come.
4. It was not long before we were tired.
5. The Arabs were known for their generosity.
6. It is impossible for us to meet him.
7. That is what he was hoping for.
8. She whispered in his ear while he was listening to the radio.
9. This paper has the widest circulation of all (is the widest of the papers as to widespreadness).
10. He has become used to eating at a restaurant.
11. He lived without hurting anyone.
12. Cairo is located on the Nile.
13. Damascus is surrounded by desert.
14. Lebanon has schools of religious character.
15. As soon as he arrived, he delivered a speech.
16. Islam put an end to bad customs.
17. The writer spoke courageously about nationalism.
18. Judaism is one of the world religions.
19. The Press plays an important part in defending the rights of the people.
20. It pleases me that you will visit me next month.

تمرين ٤: تحويل

حوّل الجمل التالية الى الامر، ثم الى النهي مستعملا المخاطب المذكور المفرد وذلك كما في المثل التالي:

He went back to his country.

عاد الى بلاده . ←

Go back to your country.

عد الى بلادك .

Don't go back to your country.

لا تعد الى بلادك .

٦- دلّني على المكتبة العامة .

١- ناقش مشروع الطباعة الجديد .

٧- ابدى رأيه في الطبخ العربي .

٢- صام اكثر من شهر .

٨- وعدّها بالجائزة الاولى .

٣- نسيت الماضي .

٩- أتمّ عمله .

٤- اعتاد على الاكلات العربية .

١٠- خضع لزوجته .

٥- انتمى الى هذا الحزب .

تمرين ٥: تحويل

حوّل العبارة التي تشتمل على اضافة الى عبارة تشتمل على اسم تليه صفة كما في المثل التالي:

I am pleased with the clarity of the lecture.

سرّني وضوح المحاضرة . واضح ←

The lecture is clear.

المحاضرة واضحة .

١١- لا شك في عظمة النبي . عظيم

١- قرأنا عن كرم العربي . كريم

١٢- ادهشتني سهولة الدرس . سهل

٢- شعرت بلذة الاكلة . لذيذ

١٣- اعجبتني شجاعة البدوي . شجاع

٣- ادهشتني صعوبة الدرس . صعب

١٤- أعجب بقوة محمد . قوي

٤- يؤمن بضرورة الاصلاح . ضروري

١٥- أعجبتني دقة التصوير . دقيق

٥- ادهشني صغر عقله . صغير

١٦- أدهشني طول المدرس . طويل

٦- تهمني سعادة صديقي . سعيد

١٧- أدهشتني شدة استاذي . شديد

٧- أدهشني بعد المسافة . بعيد

١٨- أؤمن برحمة الله . رحيم

٨- أعجبتني جمال السكرتيرة . جميل

١٩- أدركت قلة معرفته • قليل

٩- أقرّ حسن أخلاقه • حسن

١٠- أدهشني جهله • جاهل

تمرين ٦: دراسة المفردات

أ- وصل

to arrive, reach

١- وَصَلَ يُصِلُ ، وَصُولٌ / صِلَةٌ

وصلت الطائفة متأخرة قليلا.

I have received a letter

وصلتني رسالة من صديقي الغائب.

to bring, convey

٢- وَصَّلَ إِلَى ، توصل

لقد قام بتوصيل الخبر الشيء الى زوجة الرجل الذي مات في الحرب.

to continue

٣- واصل ، مُواصلةً

وبعد ان انتهى من الدراسة الثانوية واصل دراسته العالية في الخارج.

لقد واصل العمل ليل نهار.

connection

٤- مُواصلةً

communications

مواصلات

means of communications

وسائل المواصلات

traffic routes

طرق المواصلات

Ministry of Communications

وزارة المواصلات

تعمل وزارة المواصلات على تيسير وسائل المواصلات في البلاد.

to attain, reach

٥- تَوَصَّلَ إِلَى ، تَوَصَّلَ

توصل مجمع اللغة العربية الى طريقة جديدة لتيسير القراءة العربية.

to put through

٦- أَوْصَلَ ، اِصَالَ

تعمل الحكومة على اِصَالَ الماء الى جميع المناطق.

to get in touch (with)

٧- اتَّصَلَ بِـ ، إِتِّصَالَ

وبعد سفره الى اوربا للدراسة بقي على اتصال بنا عن طريق المراسلة .
اتَّصَلَ بي تلفونيا ليلة امس واخبرني بالامر .

relationship

٨- صِلَةٌ - ات

توجد صلات قوية بين الدول العربية المختلفة .

ب - و ج هـ

to direct

١- وَجَّهَ (لِـ / الى) ، تَوَجَّهَ

to turn one's face, one's attention to

وَجَّهَ النَّظَرَ الى

كانت "الجواغب" من أحسن الصحف توجيها وتأثيرا في الرأي العام في ذلك الوقت .

وَجَّهَ الاستاذ نظر الطالب الى المشكلة .

to face, confront

٢- واجَهَ ، مُواجَهَةٌ

يواجه التعليم المهني في العالم العربي صعوبات كثيرة .

to turn, bend one's step

٣- تَوَجَّهَ (نحو / الى) ، تَوَجَّهَ

تَوَجَّهَ الى مكتبة الجامعة للبحث عن بعض المصادر الخاصة بالادب العربي .

to face each other

٤- تَوَاجَهَ ، تَوَاجَهَ

تواجه الرجلان امام القاضي .

to be directed; to head

٥- اتَّجَهَ (نحو / الى) ، اتَّجَهَ

وما أن تكلم حتى اتجهت جميع الانظار اليه .

اتجهت جميع السيارات جنوبا .

side; direction

٦- جِهَةٌ - ات

وصلت الطائرات من جميع الجهات .

٧- من جهة ... ومن جهة أخرى on the one hand ... on the other hand

تواجه اللغة العربية مشكلتين أساسيتين: فمن جهة، يعتبر الخط العربي مصدر صعوبة في القراءة لخلوه من الحركات، ومن جهة أخرى توجد لغتان احدهما فصحي والاخرى عامية .

face

٨- وَجْهٌ - وَجُوهُ

aspect; approach

وَجْهٌ - وجوه / أَوْجُهُ

كان وجهها أجمل وجه رأيته في حياتي .
لهذه المشكلة عدة وجوه .

especially, in particular

٩- بوجه خاص

generally, in general

بوجه عام

احب الاكلات اللذيذة بوجه عام، والعربية منها بوجه خاص.

for the sake of God

١٠- لَوْجِهَ اللَّهِ

اعتاد على مساعدة المساكين لوجه الله .

notable, eminent man

١١- وَجِيهٌ - وَجْهَاءُ

يعتبر هذا الرجل من وَجْهَاءِ المدينة .

direction

١٢- وَجْهَةٌ

لقد سافر الى اوربا وكانت وجهته باريس.

point of view

١٣- وَجْهَةٌ نَظَر

هذه وجهة نظر مهمة يجب ان ندرسها ونعلق عليها اذا اردنا حلّ المشكلة .

c. Parts of speech. Verbs (continued)

ج - أقسام الكلام - الفعل

The verb كان can be used in three ways: with a subject only, in which case it denotes existence; with a predicate in the accusative, a prepositional phrase; or an adverb clause in which case the predicate describes or in some way modifies the subject; or with a verb in the imperfect indicative or the perfect, in which case it denotes the time context of that following verb. Illustrations:

كان في قديم الزمان ملك من الملوك
له بنت واحدة .

'There was, long ago, a certain king,
who had only one daughter.'

كانت ابنته معروفة بذكائها وكانت
على جانب كبير من الجمال . كانت
تدرس الفنون والعلوم .

'His daughter was known for her intelligence,
and she was exceedingly beautiful. She was studying the arts and the
sciences.'

وكانت قد درست الموسيقى الهندية .

'(And) she had studied Indian music.'

There are a number of other verbs in Arabic that, like كان , can take an accusative predicate and can be followed by a verb in the indicative; these verbs are called أخوات كان 'the sisters of كان ', and may be subgrouped as follows:

a. Verbs of continuing أفعال الاستمرار these may be used with a predicate or with an indicative verb or with a subject alone, e.g.

ظل ساكتا .

'He remained silent.'

ظل يعمل في المصنع مدة طويلة .

'He kept on working at the factory for a long time.'

The common verbs in this group are

ما دام 'as long as'

بقي ، يبقى 'to remain'

ما زال 'to still be or do'

ما برح 'to still be or do'

لا يزال
لم يزل

لا أبرح
لن أبرح

b. Verbs of becoming: أفعال الصيرورة these verbs mean 'to become' when they are followed by a predicate, and 'to come to, get to the stage of (doing something)' when followed by an indicative verb (see also group c below), e.g.

أصبح الرجل مريضاً وأصبحت ابنته
تشعر بالألم.

'The man became sick and his daughter
began to feel the pain.'

The common verbs in this group are

أصبح - يصبح 'to become'

صار - يصير 'to become'

أمسى - يمسي 'to become'

c. Verbs of beginning: أفعال الشروع, these are verbs which mean 'to begin (doing s.th.)' when used in the perfect tense with a following indicative verb. For example, the verb أخذ normally means 'to take', but in the following sentence it means 'to begin':

أخذ اللحم يحترق 'The meat began to burn.'

These verbs thus contrast with the verbs بدأ and ابتدأ which mean 'to begin' in both tenses and have no other meanings.

The most common verbs of beginning are

أخذ	أنشأ	بات	هبّ
جعل	راح	شرع	
طفق	قام	قعد	

d. Verbs of 'about to': أفعال المقاربة, in this group are two common verbs--1)

'almost' is commonly followed by an indicative verb (but may also be followed by أن plus subjunctive), e.g.

كدت أقع 'I almost fell.'

فيصبح حرّاً...أو يكاد 'And then he will be free...or almost.'

2) 'to be on the point of, about to (do s.th.)' is usually followed by أن plus subjunctive, as

أوشكت الحرب أن تقع 'War was about to break out.'

يوشك المشروع أن يتم 'The project is about to be completed.'

The verbal noun is often used in the expression على وشك (أن) 'on the verge of', e.g.

كانت على وشك المغيب 'It (f.) was about to disappear.'

e. The negative verb ليس is also one of the sisters of كان , since it can be followed by a predicate or by an indicative verb, (which it serves to negate) :

• ليست اردنية بل لبنانية . 'She is not Jordanian but Lebanese.'

الى اين انا ذاهب؟ لست ادري . 'Where am I going to? I do not know.'

The predicate of ليس is generally in the accusative, but is also often in the genitive after ب , with no difference in meaning, as in

ليس ذلك غريبا = ليس ذلك بغريب . 'That is not strange.'

f. In Classical Arabic عسى 'it is hoped that, perhaps' was a fully conjugated verb (عسى ، عسىنا etc.); in modern Arabic, however, only the form عسى occurs, never inflected. We have accordingly classified it among introducers under particles, عسى may be followed by the subject but more commonly is followed by أن plus subjunctive:

عسى أن تصل رسالتي هذه وانت في تمام الصحة . 'I hope this letter of mine will reach you and (find you) in perfect health.'

عسى الرسالة ان تصلكم . 'I hope the letter will reach you.'

تمرين ٧: تبين التراكيب اللغوية

اعط معنى الافعال التي تحتها خط في
الجملة التالية :

- ١- وكان الله منذ البدء .
- ٢- ظلوا يدرسون في امريكا لمدة اربع سنوات .
- ٣- دام لقاؤهما مدة ثلاث ساعات .
- ٤- احبها جدا حتى بات لا يعرف يمينه من شماله .
- ٥- ما زال صديقي يعمل في شركة الزيت العراقية .
- ٦- بدأت اكتب رسالة الدكتوراة منذ خمسة أشهر .
- ٧- أوشك اللحم ان يحترق بينما كانت الزوجة تشاهد التلفزيون .
- ٨- أصبح أخي مدرسا في الجامعة الامريكية في بيروت .

- ٩- أخذ مني كثيرا من المال دون ان يشكرني .
- ١٠- صار يكتب في الجرائد الان بعد ان امتنع عن ذلك لمدة طويلة .
- ١١- كان معروفا بذكائه لدى الجميع .
- ١٢- وما كان منه الا أن سافر دون أن يخبر أحدا من أهله بذلك .
- ١٣- كاد يصبح من أشهر كتاب العالم العربي .
- ١٤- لست بناس ايامي معكم مهما طال الزمن .
- ١٥- وكانت قد تركت البلاد قبل وقوع المشاكل الاخيرة .
- ١٦- بقي عندي لمدة ثلاثة اسابيع .
- ١٧- شرع يقرأ القصيدة بصوت عال عندما دخلت الفتاة التي يحبها .
- ١٨- اصبحت اليوم مريضا مع اني كنت بصحة جيدة جدا ليلة أمس .
- ١٩- بقي مدرسا لمدة عشر سنوات .
- ٢٠- عسى أن تحقق شعوب العالم الثالث أهدافها في الحرية والازدهار الاقتصادي .

D. Parts of Speech. Verbs (continued)

د - أقسام الكلام . الفعل

Verbs with two accusatives

الافعال المتعدية الى مفعولين

Certain verbs take two accusative objects; they can be divided into three groups depending on the relationship of the two accusatives to each other.

a. Verbs of giving: the first accusative is an indirect object and the second is a direct object, e.g.

'He gave the slave-girl two dinars.' أعطى الجارية دينارين .

It is also possible to express the indirect object with ل ,e.g.

'He gave two dinars to the slave-girl.' أعطى دينارين للجارية .

Other verbs of giving are

'to give, grant'	منح - يمنح	'to give, donate'	وهب - يهب
'to give (s.o.) more of (s.th.)'	زاد - يزيد	'to give (s.o.) his full share of (s.th.)'	وفى - يوفى
'to give (s.o.) (s.th.)'	آتى - يؤتي	'give! (s.o.) (s.th.)'	ها ت

b. Verbs of considering: the first accusative and the second accusative are in the relationship of subject and predicate, e.g.

نعتبره بطلا عظيما . 'We consider him a great hero (=that he is a great hero)'

Some common verbs of considering are

اعتبر - يعتبر	'to consider'	ظنّ - يظنّ	'to consider'
حسب - يحسب	'to consider'	عدّ - يعدّ	'to consider'
خال - يخال	'to imagine, suppose'	عرف - يعرف	'to know'
رأى - يرى	'to view, believe'	علم - يعلم	'to know'
وجد - يجد	'to find'		

c. Verbs of transforming: the first accusative becomes the second accusative, e.g.

عينوا الشابّ رئيساً للجنة . 'They appointed the young man chairman of the committee.'

Some common verbs in this group are

انتخب - ينتخب	'to elect (s.o.) as (s.th.)'
اختار - يختار	'to choose (s.o.) as (s.th.)'
عين - يعين	'to appoint (s.o.) as (s.th.)'
جعل - يجعل	'to make (s.th.) into (s.th.)'
دعا - يدعو	'to call (s.o. s.th.)'
سمّى - يسمّي	'to name (s.o. s.th.)'
صير - يصير	'to make (s.o.) into (s.th.)'

ولّى - يولّي 'to put (s.o.) in charge of (s.th.)'

Note that the first three may also occur without a second object.

d. Causative verbs: the first accusative is caused to act on the second accusative; these are typically Form II or Form IV verbs with causative meaning, e.g.

علّمته الحب (أن يحب) 'She taught him love (caused him to know love)'

This verb stands in a causative relationship to عَلِمَ 'to know, come to know'

as in علم ان يحب or علم الحب 'He learned to love'.

Other causative verbs are listed below; the accusative object of the underlying verb, if any, whether noun or clause, may in every case serve as the second accusative of a causative verb :

زَوَّجَ - يَزَوِّجُ	'to give (a girl) in marriage to (s.o.)'
شَرَّبَ - يَشْرِبُ	'to give (s.o.) (s.th.) to drink'
أَطْعَمَ - يَطْعِمُ	'to feed (s.o.) (s.th.)'
عَرَّفَ - يَعْرِفُ	'to acquaint (s.o.) with (s.th.)'
أَعْلَمَ - يَعْلَمُ	'to inform (s.o.) of (s.th.)'
كَفَى - يَكْفِي	'to save (s.o.) (a trouble)'; 'to protect (s.o.) from (s.th.)'
سَقَى - يَسْقِي	'to give (s.o.) (s.th.) to drink'

e. Verbs with two accusatives can be made passive, in which case the first accusative becomes the subject of the passive verb and the second accusative remains unchanged. Example:

عُيِّنَ الشَّابُّ رَئِيسًا لِلجَنَةِ	'The young man was appointed chairman of the committee.'
--------------------------------------	--

In the case of verbs of giving, either of the two accusatives can be made the subject of the passive verb, as in

أُعْطِيَتِ الْجَارِيَةُ دِينَارَيْنِ	'The slave-girl was given two dinars.'
أُعْطِيَ دِينَارَانِ لِلجَارِيَةِ	'Two dinars were given to the slave-girl.'
لِمَنْ أُعْطِيَ الدِّينَارَانِ؟	'To whom were the two dinars given?'

تمرين ٨ - ١١ في كتاب التمارين.

القسم الثالث : الاصغاء والفهم

أ - استمع الى القطعة المسجلة واعمل بما جاء في تمرين

• ١٢ من كتاب التمارين

ب - للاصغاء فقط : استمع الى القصيدة الغنائية التالية

• المسجلة على الشريط

مقدمة

Majnun Layla, a play in verse, by Ahmad Shawqi (1868-1932), is based on an early legendary romance, the romance of the poet Qays and Layla and their idealized, but unfulfilled, love. Here we have an excerpt from the play as sung by two leading Egyptian singers. The scene which begins with Qays' visit to Layla's encampment offers a moving description of his love, through a dialogue between Qays and Layla, and Qays soliloquy. A partial English translation of this scene can be found in : Najib Ullah, Islamic Literature, New York 1963, pp. 199-203. The entire play has been translated into English by Arthur Arberry, and published by Luzac 1933.

أوبريت مجنون ليلى
شعر المرحوم أحمد شوقي - تلحين محمد عبد الوهاب
وغناء اسمهان وعبد الوهاب

قيس : ليلى !
" المهدي : خارجاً من الخباء "
من الهاتف الداعي ؟ أقيس أرى ؟
ماذا وقوفك والفتيان قد ساروا .
قيس : ما كنت يا عم فيهم
المهدي : أين كنت اذن ؟
قيس : في الدار حتى خلت من نارنا الدار
ما كان من حطب جزل بساحتها
أودى الرياح به والصف والجار
المهدي : ليلي - انتظر قيس - ليلي
" ليلي - من أقصى الخباء "
ما وراء أبي
المهدي : هذا ابن عمك ما في بيتهم نار
ليلي : قيس ابن عمي عندنا يا مرحبا يا مرحبا
قيس : متعب ليلي بالحياة وبلغت الأرض
" ليلي : تنادى جارتها بينما يختفي أبوها في الخباء "
عفراء

عفراء : مولاتي
ليلي : تعالي نقض حقا وجبا
خذي وعاء واملأه لابن عمي حطباً

" تخرج عفراء وتتبعها ليلي "

قيس : بالروح ليلي قضت لي حاجة عرضت
ما ضرها لو قضت للقلب حاجات
كم جئت ليلي بأسباب ملفقة
ما كان أكثر أسبابي وعلائي

" تدخل ليلي "

ليلى : قيس

قيس : ليلي بجانبني
ليلى : جمعتنا فأحسن
قيس : أتجددين ؟

ليلى : ما فوا
لك قلب فسله يا قيس
قد تحملت في الهوى
قيس : لست ليلي داريًا
أشرح الشوق كله
ليلى : تبغي قيس ما الذي
لك فيها قصائد
أترى قد سلوتنا
قيس : غرت ليلي من المها
لست كالغدير لا ولا

" ليلي : وقد رأت النار تكاد تصل الى كم قيس : "

ويح عيني ما أرى قيس !

ليلى

قيس :

ليلى : خذ الحذر
قيس : رب فجر سألته
هل تنفست في السحر

وَرِيَّاحٌ حَسِبْتُهَا جَرَّرْتُ ذَيْلَكَ الْعَطِيرِ
وَعُغْزَالٌ جَفُونُهُ سَرَقَتْ عَيْنَكَ الْحَوْرِ
ليلى : وَيُحَ قَيْسٍ تَحَرَّقَتْ راحتاه

قيس : ليلي

ليلى : قيس وما شَعَر

المهدى : إِمْضِ قَيْسُ إِمْضِ جِئْتَ تَطْلُبُ نَارَا
أَمْ تُرَى جِئْتَ تَشْعِلُ الْبَيْتَ نَارَا

" يخرج قيس "

القسم الرابع : مراجعة

تمرين ١٣ : في كتاب التمارين

القسم الخامس : المطالعة الموسعة

" الهجرة " الي أميركا و "الهجرة " ... الي الحكومة

هجرتان " يستفيد " منهما اللبنانيون : الهجرة الي أميركا
والهجرة الي الحكومة .

وبين الهجرتين بعض الشبه وبعض الفرق . فالشبه هو أن أكثر
الذين هاجروا الي أميركا قد أصبحوا أغنياء ! وكذلك
أكثر الذين " هاجروا " الي الحكومة ...

الذين لهم أهل في أميركا قد دعاهم أقرباؤهم هناك وكذلك

الذين لهم " أهل " في الحكومة • أولئك يدفعون " الذَّالُونَ " money, fare
وهؤلاء أيضا " يدفعون " •

أولئك ينقطعون عن أخبار بلادهم وهؤلاء أيضا ينقطعون ...

هذا هو الشبه ! أما الفرق فهو ان أكثر الذين هاجروا
الى أميركا قد هاجروا عن يأس • وأكثر الذين هاجروا
الى الحكومة قد هاجروا عن أمل • desparation
hope

أولئك يبتعدون عنا ولا تبتعد قلوبهم ! وهؤلاء تبتعد
قلوبهم ولا يبتعدون ! move away

أولئك تاجروا فربحوا !

وهؤلاء " ربحوا " فتاجروا " !

أكثر أولئك وجدوا صعوبة في إتقان لغة البلاد !
وأكثر هؤلاء " اتقنوها " بسهولة • perfection

أولئك يرسلون البلاد من تعبهم !

وهؤلاء يأخذون من تعب البلاد •

أولئك مُغتربون بالنسبة إلينا ! living away from home

وهؤلاء ، نحن بالنسبة اليهم مغتربون •

باب الهجرة الي أميركا بدأ واسعا ثم أخذ يضيّق become narrow

وباب " الهجرة " الى الحكومة بدأ ضيقا ثم أخذ بالاتساع •

كثيرون من المهاجرين الي أميركا عندهم رَغْبَة بالعودة الى
البلاد • أما المهاجرون الى الحكومة فقليل بينهم من يرغب
بالرجوع الي لبنان • desire

تلك هي الفروق •

علي أننا مهما عددنا من الفروق يبقى ، الشبه بين الهجرتين

اقوى • ذلك ان نتيجة الهجرتين واحدة : هي " النَّجَاحُ " • success

وأما الباقون من الشعب ، أولئك الذين خسروا في الأولى
رجالهم ، وفي الثانية آمالهم .. فينتظرون الي ان يفتح
لهم باب الثالثة ..

رُشْدَى المَعْلُوف - "مُخْتَصِرٌ مُفِيدٌ" ج ١
(بيروت : ١٩٥٦) ص ١٤ - ١٦

تمرين ١٤ : في كتاب التمارين

الدرس الحادى عشر

القسم الأول : رحلة

أ - الجميل التمهيدية

١ - أعاد ، إعادة

to repeat;
(with V.N.)
re-do (s.th.)

اعادت الصحف نشر خطبة الرئيس لأهميتها .

(عاد ، اعتاد ، عودة ، عادة ، عادة)

اعاد النظر

to reconsider

عاد يقول

he continued
saying

لم يعد يستمع

he no longer
listened

٢ - حد - حدود

limit, boundary;
extent

لم أكن أعتقد أن قصص ألف ليلة وليلة قد انتشرت الى هذا

الحد .

(حَدَّ ، محدود)

الى حد ما

to a certain
degree;

الى حد بعيد

to a consider-
able degree;

الى أبعد حد

to the farthest
limit

٣ - حينما

when, whenever

يشاهد السائح كثيرا من الآثار التاريخية الدينية حينما يزور

العالم العربي .

(حين ، حينئذ ، أحيانا)

حين

when

في بعض الأحيان

sometimes

٤ - مشاعر

(pl.) feelings,
sensations

ساعدت المشاعر المشتركة بين العرب جميعا على تكوين القومية

العربية .

(شعرب ، شعور ، شاعر ، شعر)

- شَعُورٌ كَرِيمٌ noble sentiment
- ٥ - نَحْوُ - أُنْهَاءُ direction, side; part; grammar
- يتكلم الناس اللغة الانجليزية فى معظم انحاء العالم .
- على هذا النحو (ناحية)
- نَحْوُ in this manner toward; approximately
- ٦ - مَهْمَا whatever, no matter what
- يحاول انسان القرن العشرين أن يحقق أهدافه العلمية مهما
- واجه من صعوبات .
- مَهْمَا يَكُنْ الْأَمْرُ whatever the case may be;
- ٧ - غُرْبَةً life away from home; feeling of separation
- يحس كل انسان بغربة عندما يعيش خارج بلاده .
- (غريب)
- ٨ - بُعِدَ (عن) ، بُعِدَ : بُعِيدَ - بُعِيدُونَ / بُعْدًا to become or be far from; in the distance
- البعد عن الأهل والوطن ينوءني الى الشعور بالغربة .
- على بُعْدٍ at a distance
- عن بُعْدٍ from afar
- بُعْدُ النَّظَرِ far-sightedness, foresight;
- بُعْدُ الْأَثَرِ of far-reaching consequence;
- ٩ - فَجْأَةً suddenly
- انقطعت الاذاعة فجأة عن برنامجها اليومي لاعلان نبأ وفاة
- الرئيس .
- ١٠ - أَسَكَ (بر) ، إِسْكَ to hold, grasp
- من المعتاد أن يمسك العريس بيد العروس اثناء حفلة الزواج .
- ١١ - أَرْمَةٌ - أَرْمَاتُ crisis
- شهد العالم أزمة اقتصادية كبرى سنة ١٩٢٩ .
- أزمة وزارية cabinet-crisis
- ١٢ - صَمَتَ ، صَمَتَتْ to be silent
- يسود الصمت عادة عندما يقرأ القرآن .

فِي صُمْتُ	silently
سِينَمَا صَامِتَةٌ	silent movies
١٣ - اقْتَرَبَ مِنْ ، اقْتَرَبَ	to come close, get near, ap- proach
شَعَرَ السَّافِرُونَ بِالطَّمَأْنِينَةِ عِنْدَمَا اقْتَرَبَتِ الطَّائِرَةُ مِنَ الْمَطَارِ .	
(قُرْبٌ ؛ قَرِيبٌ)	
وَالْقُرْبُ مِنْ	near
عَمَّا قَرِيبٍ ، قَرِيبًا	soon
١٤ - صُحْبَةٌ	companionship, company
قَامَ الرَّئِيسُ بِرَحْلِهِ وَكَانَ بِصَحْبَتِهِ عِدَدٌ مِنْ كِبَارِ الْمَوْظِفِينَ .	
(صَاحِبٌ)	
صَاحِبُ الْجَلَالَةِ	his majesty
١٥ - أَمْنٌ	peace, security, order
طَلِبَ مِنَ الْمَوَاطِنِ الْمَحَافِظَةَ عَلَى الْأَمْنِ فِي الْبِلَادِ .	
الْأَمْنُ الْعَامُّ	public safety
رِجَالُ الْأَمْنِ	the police
مَجْلِسُ الْأَمْنِ	the security council
١٦ - تَغَلَّبَ عَلَى ، تَغَلَّبَ	to overcome
تَبَذَلَ الدُّوَلُ الْإِفْرِيقِيَّةُ وَالْأَسِيَوِيَّةُ جُهُودًا كَبِيرَةً لِكَيْ تَتَغَلَّبَ عَلَى	
مَشْكَالَتِهَا الْاِقْتِصَادِيَّةِ .	
فِي غَالِبِ الْاَحْيَانِ	most of the time;
لِغَلَبِ الْأَمْرِ ، غَالِبًا مَا ...	in most cases
لِغَلَبِيَّةٍ	majority
١٧ - أَلَمٌ - آلامٌ	pain, ache
شَعَرَ بِالْأَلَمِ كَبِيرٍ عِنْدَمَا تَرَكَهُ صَدِيقَتُهُ .	
مَوْضٌ	
١٨ - مَرَضٌ - أَمْرَاضٌ	disease, ill- ness
أَصَابَهُ مَرَضٌ أَدَّى إِلَى وَفَاتِهِ .	
مَرَضٌ ، مَرَضٌ ؛ مَرِيضٌ - مَرَضِيٌّ	to be ill
(مَمْرُضَةٌ)	

- ٠١٩ قَاتِلٌ - قَتَالَ / قَتَلَهُ painful killing
mortal, killer
- ١٩ - أَحَسَّ الرَّجُلُ بِالْمِ قَاتِلٍ فَدَعَى الطَّبِيبَ إِلَى زِيَارَتِهِ فِي
الْبَيْتِ .
- قَتَلَ ، قَتْلٌ kill
- ٢٠ - تَحَمَّلَ ، تَحَمُّلٌ to bear, suffer
- تَحَمَّلَ النَّسَبِيُّ مُحَمَّدٌ صَعُوبَاتٍ كَثِيرَةً فِي سَبِيلِ تَوْحِيدِ الْعَرَبِ .
- تَحَمَّلُ الْمَصَائِبَ bearing hard-
ships;
٢١ - تَبَيَّنَ (لِر) ، تَبَيُّنٌ to become clear
(to)
- بَعْدَ أَنْ دَرَسْنَا التَّارِيخَ الْعَرَبِيَّ تَبَيَّنَ لَنَا أَهْمِيَّةُ الدَّورِ الَّذِي
لَعَبَهُ الْمَسِيحِيُّونَ فِي ازدهار الحضارة العربية .
- (تَبَيَّنَ ، تَبَيُّنٌ)
- ٢٢ - ضَعُفٌ ، ضَعْفٌ : ضَعِيفٌ - ضَعْفَاءُ weak
- الضَّعِيفُ لَا يَسْتَطِيعُ الدِّفَاعَ عَنْ حَقِّهِ .
- ضَعِيفُ الْقَلْبِ weak-hearted,
meek
- ٢٣ - وَحِيدٌ alone, only;
lonely;
- عَاشَتْ الْفَتَاةُ وَحِيدَةً بَعْدَ مَوْتِ وَالِدَيْهَا .
- (وَحَدَ ، تَوْحِيدٌ ، وَحْدَةٌ ، وَاحِدٌ ، مُتَّحِدٌ)
- وَاحِدٌ uniform
- وَحَّدَ بَيْنَ to merge (s.th.)
together
تَوْحِيدِيّ monotheistic
- وَحِيدَةٌ أَبَوَيْهَا her parents'
only daughter
- ٢٤ - حَارٌّ hot; fervent;
passionate
- اسْتَقْبَلَ النَّاسُ نَبَأَ انْتِهَاءِ الْحَرْبِ الْعَالَمِيَّةِ الثَّانِيَةِ اسْتِقْبَالًا
حَارًّا .

ب - النص الأساسي

مقدمة :

شروت أباطه من كتاب القصة المشهورين في مصر ، وقد عرف باختياره موضوعات تظهر أهمية الدين والمحافظة على التقاليد والمبادئ الروحية في وجه أفكار عصرية غريبة على المجتمع العربي الاسلامي .

رحلة

بقلم : شروت أباطه

كان مكانها في الطائرة *بجانبه ولكنها لم تهتم به كثيرا . فقد كانت خائفة لأن هذه هي المرة الأولى التي تتركب فيها الطائرة . وحاولت أن تتذكر سورة من سور القرآن تدخل في نفسها *الطمأنينة ... فلم تتذكر الاسورة " قل هو الله أحد " وظلت تعيدها وتعيدها ولا تستطيع أن تتذكر غيرها . وهو ينظر اليها مبتسما ثم سألها بالإنكليزية :

- أخافه أنت الى هذا الحد ؟

ونظرت اليه وقالت :

- الحقيقة اني كنت خائفة . ولكني الآن أشعر بالطمأنينة .

- أنت مصرية ؟

- نعم .

- ما هذا الذي كنت تقولينه ؟

- كلام من كتابنا .

- أسلمة أنت ؟

- نعم .

- أهذا هو القرآن ؟

- كلمات قليلة منه .

- أنا أيضا أقول كلاما حينما أكون خائفا .

- من الإنجيل .

sura

Gospel

- لست مسيحيا .
- اذن ؟
- أنا بوذني .
- من الهند أنت ؟
- نعم .
- وهل كنت خائفا ؟
- فى هذه المرة لا ... أنها ليست المرة الأولى التى أركب فيها الطائرة .
- هل خفت فى المرة الأولى ؟
- المشاعر الانسانية واحدة فى جميع انحاء العالم مهما اختلفت الاديان .
- أنت مسافر الى لندن ؟
- نعم . وأنت ؟
- الى لندن أيضا .
- للدراسة
- نعم ... وأنت ؟
- للدراسة
- الا تشعر بالغيرة فى لندن ؟
- انني اشعر بالغيرة بمجرد بعدي عن بيتي .
- أنا أخاف من الغربة أيضا .
- هل هذه هى المرة الأولى التى تتركمن فيها أهلك ؟
- لم أقض ليلة خارج بيتنا .
- وجرى الحديث بينهما عن أبيها وأميها وأختها وأخيها . وحدثها عن عائلته. وفجأة اهتزت الطائرة هزة قوية ، وعاد اليها الخوف ولم تشعر بنفسها وهي تسك بيده فى خوف . ومرت هذه الأزمة فى سلام .
- ونظرت الى جارها " هريش " الذي أصبح صديقها وتكلمت عيناها
- وتكلمت عيناها ، وساد الصمت دقائق طويلة طويلة . . . ثم
- أرتفع صوت قائد الطائرة يقول : اقترنا من لندن .

وعادت الى " قل هو الله أحد " تقولها بقلبها . ونظرت
الى هريش ووجدته يقول كلاما لا تفهم منه شيئا . وعادت اليها
الطمأنينة حين لأَسَـت الطائرة أرض المطار .

touched

وفي لندن استمرت *الصلة بين سلوى وهريش حتى أصبحت تقضي معظم
أوقات فَرَاغِهَا معه . وأحست في صحبتها أمنا . وأستطاعت أن تتغلب
على الغربة .

beaming

وفي يوم سألتها ونظرة الحب تَشَعُّ من عينيه .
- سلوى ... أريد أن اتزوجك .
- كيف ؟
- هكذا .
- ولكن ديننا يحرم الزواج بك .
- أعلم .
- وصمت بعض الحين ثم وافقت على الزواج .
وتم الزواج بدون علم أهلها .

ومرت الأيام وسلوى تكتب لأهلها ولا تخبرهم بما تم في أمرها حتى كان
يوم شعرت فيه سلوى بألم ، لم تهتم به في أول الأمر . ولكن الألم
ازداد ولم تستطع أن تخفي أمره عن زوجها . وأخبرها الطبيب بالحقيقة
القاتلة . المرض قاتل لا سبيل الى التغلب عليه .

ونظرت سلوى الى زوجها وقالت :

- أنا آسفة ... لم أستطع أن أحقق لك السعادة التي كنت أتمنى
أن أحققها لك .

ولم يستطع هو أن يتحمل كل هذا وحده ، وأرسل رسالة الى أسرة
سلوى يخبرهم بمرض ابنتهم . فحضر والدها الى لندن مسرعا ، ووجدها

death-bed

على فِرَاشِ المَوْتِ ووجد معها هريش . وما هي الا لحظات حتى تبسمن
ما فعلته ابنته . وكاد أن يتركها ليعود الى القاهرة ولكنها نادته بصوت
ضعيف :

- أبي .

فأجابها :

- لست أباك .

- اني هنا وحيدة . ولي رجاء لا يستطيع أن يحققه لى هريش

- لا أريد أن أسمع اسمه .

be buried

- أريد أن أُدفن كسلمة .

وكى الأب بكاء حارا . . . إنها مازالت سلمة .

- هل اشركت بالله يا سلوى . . . هل اشركت بالله ؟

- أريد أن أدفن كما يدفن المسلمون .

من كتاب " هذه اللعبة "
 شَرُوت أَبَاطَة

(القاهرة ١٩٦٧) ص ٣١ - ٣٧

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

١ - أين كانت سلوى تجلس في الطائرة ؟

٢ - الى أين كانت الطائرة متجهة ؟

٣ - لماذا كانت سلوى خائفة ؟

٤ - من أي بلد كانت سلوى ؟

٥ - الى أين كانت سلوى مسافرة ؟ ولماذا ؟

٦ - ماذا كان دين سلوى ؟

٧ - وماذا كان دين هريش ؟

٨ - ما الذي فعلته سلوى عندما شعرت بالخوف ؟

٩ - ما هو موضوع الحديث الذي دار بين سلوى وهريش في الطائرة ؟

١٠ - لماذا شعرت سلوى عندما اهتزت الطائرة ؟ وماذا فعلت ؟

- ١١ - ما معنى عبارة " تكلمت عيناها وتكلمت عيناها " ؟
- ١٢ - ماذا نعني بعبارة " سار الصمت دقائق طويلة " ؟
- ١٣ - من الذي أعلن عن اقتراب الطائرة من لندن ؟
- ١٤ - متى شعرت سلوى بالطمأنينة ؟
- ١٥ - مع من كانت تقضي سلوى أوقات فراغها في لندن ؟
- ١٦ - كيف استطاعت سلوى أن تتغلب على الغربة ؟
- ١٧ - هل وافقت سلوى على الزواج من هريش ؟
- ١٨ - هل أخبرت سلوى أهلها بالزواج ؟ ولماذا ؟
- ١٩ - ماذا قال الطبيب عن مرض سلوى ؟
- ٢٠ - من الذي أخبر أهل سلوى بمرضها ؟ ولماذا ؟
- ٢١ - ماذا فعل والدها ؟
- ٢٢ - ماذا يعني الكاتب بعبارة " وجدها والدها على فراش الموت " ؟
- ٢٣ - ماذا أراد أن يفعل والدها عندما عرف بزواجها من هريش ؟
- ٢٤ - ما هو رجاء سلوى الأخير ؟
- ٢٥ - لماذا بكى والدها ؟
- ٢٦ - من هو كاتب القصة ؟
- ٢٧ - هل ترى وجهها من وجوه الشبه بين قصة " أهل الجنة " وقصة " رحلة " وما هو ؟

القسم الثاني : القواعد

أ - تمارين عامة :

تمرين ٢ : ربط الجمل

اربط الجمل التالية مستعملا "مهما" كما في المثل التالي:

Religions differ greatly.

تختلف الاديان كثيرا .

Human feelings are the same in all parts of the world.

← المشاعر الانسانية واحدة

جميع انحاء العالم .

Human feelings are the same in all parts of the world no matter how much religions differ.

المشاعر الانسانية واحدة في جميع انحاء العالم مهما اختلفت الاديان .

- ١- تدرس كثيرا .
- ٢- تفعل كثيرا .
- ٣- ترتفع الاثمان كثيرا .
- ٤- تتعدد الاقطار العربية .
- ٥- يتعلم الانسان كثيرا .
- ٦- لا يمكن أن تقنعه برأيك .
- ٧- لا تستطيع ان تجيب على هذه الاسئلة .
- ٨- لا أشترى ما أريد .
- ٩- لا يدرك الانسان جميع العلوم .
- ١٠- سيعرف الناس الحقيقة .
- ١- يحاول الطبيب كثيرا .
- ٢- تتأخر الطاعرة كثيرا .
- ٣- سأبقى في المطار انتظر زوجتي .
- ٤- قال الطبيب ان سلمى ستموت .
- ٥- تحاول ان تخفي الحقيقة كثيرا .
- ٦- يعمل كثيرا .
- ٧- تختلف طرقنا كثيرا .
- ٨- غابتنا واحدة .
- ٩- يحاول الطبيب كثيرا .
- ١٠- سيعرف الناس الحقيقة .

تمرين ٣: تحويل

حوّل مستعملا "الذي، التي، الخ" كما في المثل التالي:

I read the story in this book.

قرأت القصة في هذا الكتاب. ←

This is the book in which I read the story.

هذا هو الكتاب الذي قرأت فيه القصة .

- ١- سنجتمع في هذا المكان غدا .
- ٢- درست مع هؤلاء الطالبات في المدرسة الثانوية .
- ٣- شاهدت فيلما عربيا في هذه السينما .
- ٤- لا أشعر بالعربة في هذه المدينة .
- ٥- يبدأ العام الدراسي في هذا الشهر .
- ٦- حصل ابي على هذه الجائزة عندما كان طالبا في الجامعة .
- ٧- قُتل كثير من المواطنين في هذه الثورة .
- ٨- ينتمي رئيس الوزراء الى هذا الحزب .
- ٩- سمعت عن المشروع الجديد من هؤلاء الاساتذة .
- ١٠- حل المجمع مشكلة الخط بهذه الطريقة .

تمرين ٤: تحويل

حوّل الصفة الى فعل كما في المثل التالي:

The lesson was easy, became easy.

كان الدرس سهلاً ← سهل

The lesson became easy.

سهل الدرس.

- | | | | |
|-------------------------|--------|--------------------------|--------|
| ١- كانت المسافة بعيدة . | بُعْدَ | ٦- كانت المشكلة صعبة . | صُعْبَ |
| ٢- كانت المسافة قريبة . | قُرْبَ | ٧- كانت المشكلة سهلة . | سُهْلَ |
| ٣- كان الولد ضعيفا . | ضَعْفَ | ٨- كانت المشكلة واضحة . | وُضْحَ |
| ٤- كان الامر عظيما . | عُظْمَ | ٩- كان شكلها حسنا . | حُسْنُ |
| ٥- كانت الفتاة كبيرة . | كِبُرَ | ١٠- كانت المسافة قصيرة . | قُصْرَ |

تمرين ٥: دراسة المفردات

أ- صل ح

to become or be proper or fitting

١- صَلَحَ ، صَلَحَ ، مَصْلَحَةٌ / صَلَاحِيَّةٌ

صلحت امور العرب بعد انتشار الاسلام .

to put in order; to mend, repair

٢- صَلَحَ ، تَصَلَّحَ

ان هذا التلفزيون بحاجة الى تصليح لان الصورة غير واضحة .

to make peace

٣- صَالَحَ ، مَصَالِحَةٌ

بالرغم من انه أساء اليّ فانني ذهبت وصالحته بنفسي .

to foster peace between.

صالح بين

قامت الامم المتحدة بالمصالحة بين البلدين اللذين *وقعت بينهما الحرب .

to reform

٤- أَصْلَحَ ، إِصْلَاحٌ

reformer

مُصْلِحٌ - مُصْلِحُونَ

يعتبر محمد عبده من رواد المصلحين العرب ، وقد دعى الى صلاح الاوضاع

الاجتماعية والدينية والسياسية .

٥- تَصَالَحُ ، تَصَالَحُ
to become reconciled with one another.

وبعد الحرب تصالح البلدان .

٦- اِصْطَلَحَ عَلَى ، اِصْطَلَحَ
to agree on, accept

لقد اصطاح الجميع على تسمية الممرضات بـ "ملائكة الرحمة" .

٧- اِصْطَلَحَ - اِصْطَلَحَاتُ
technical term

تقوم المجامع اللغوية في القاهرة ودمشق وبغداد بتعريب المصطلحات العلمية .

٨- اِسْتَصْلَحَ ، اِسْتَصْلَحَ
to make (land) arable; reclaim

تقوم وزارة الزراعة باستصلاح الاراضي المغطاة بالمياه في هذه المنطقة .

٩- مُصْلَحَةٌ - مَصَالِحُ
governmental agency; administration

ان مصلحة الآثار ومصلحة الحدود هي من المصالح الحكومية التي تحصل على اموال كثيرة .

١٠- مَصْلَحَةٌ
interest, best interest

المصلحة العامة
public interest

تري الحكومة انه يجب علينا ان نفعل ذلك في سبيل المصلحة العامة .

١١- صِلَاحِيَّةٌ - اِ
full legal power; power of attorney

للووزير صلاحية تامة في تعيين الموظفين الجدد .

١٢- صَالِحٌ (لِ)
good, proper, suitable (for)

الصالح العام
the public interest

يتظاهر بعض الناس انهم يعملون في سبيل الصالح العام ، والحقيقة انهم يعملون من اجل صالحهم الخاص .

في صالح
in favor of, for the benefit of

تقوم الامم المتحدة بأعمال كثيرة في صالح السلام العالمي .

(re) conciliation, compromise, peace

١٣- صُلِّحَ

justice of the peace

حاكِمُ الصُّلْحِ

درس القانون وحصل على منصب حاكم الصلح في البصرة •

ب - خ ل ف

to be the successor of (s.o.); to succeed

١- خُلِفَ

خلف ابو بكر النبي محمد بعد وفاته •

to appoint (s.o.) as successor

٢- خَلَّفَ ، تَخَلَّفَ

خلف الخليفة ابو بكر عمرا بعده على المسلمين •

to contradict; to break (rule)

٣- خَالَفَ ، مُخَالَفَةٌ / خِلَافٌ

يحب مدرسا ان يخالفه طلابه في الرأي ليناقشهم ويقتنعهم او يقتنعوه •

not to (return); to fail to (return)

٤- تَخَلَّفَ عَنْ (العودة) ، تَخَلَّفَ

قام فريق من الوزراء بزيارة لمصر في الاسبوع الماضي وقد عاد الوزراء
هذا الصباح الا وزير الخارجية فقد تخلف عن العودة •

backward, underdeveloped

مُتَخَلِّفٌ

يسمي رجال الاقتصاد الاقطار المتخلفة باسم "الاقطار المتطورة او النامية" •

to differ (from)

٥- اُخْتَلَفَ (عن) ، اُخْتِلَافٌ

يختلف العراق عن السعودية من حيث كثرة الانهار فيه •

تختلف الموسيقى الشرقية عن الموسيقى الغربية في كثير من النواحي •

to disagree, dispute, quarrel

اُخْتَلَفَ

يقتصر الاختلاف (الخلاف) بين الهند والباكستان على مشكلة كشمير •

difference, diversity

اختلاف

irrespective of difference in

على اختلاف

- يؤمن المسلمون بالله ونبيه محمد على اختلاف مذاهبهم .
- أحب اكل اللحوم على اختلاف انواعها .

Caliphate ٦- خِلافةٌ

caliph خَلِيفَةٌ - خُلَفَاءُ

بنى الخليفة المنصور مدينة بغداد في مكان متوسط من الدولة الاسلامية لتكون عاصمة الخلافة العباسية .

back, rear ٧- خَلْفٌ

behind (وراء) خَلْفٌ

اذهب انت الى الامام وسأذهب انا الى الخلف .
يقف المصلون خلف الإمام في المسجد .

violation, misdemeanor ٨- مُخَالَفَةٌ

إذا لم تقف سيارتك عند الإشارة الحمراء، فان ذلك يعتبر مخالفة .

different (from), contradictory (to), inconsistent (with) ٩- مُخَالِفٌ (لـ)

ان اعماله مخالفة لاقواله .

controversial ١٠- مُخْتَلَفٌ عليه / فيه

وبالرغم من ان البلدين توصلا الى اتفاق تام على معظم الاشياء، فان مشكلة الحدود مختلف عليها حتى الان .

left over ١١- مُخْلَفٌ

heritage, legacy مَخْلَفَاتٌ

تقول الحكومة الجديدة ان المشاكل الاقتصادية التي تواجهها البلاد الان هي من مخلفات الحكومة الاولى .

تمرين ٦ و ٧ في كتاب التمارين .

B. Parts of speech. Nouns.

ب . اقسام الكلام . الاسم

B. Nouns are divided into five subclasses: nouns, pronouns, demonstratives, adjectives and noun-prepositions

1. Nouns include

nouns:	رجل 'man'	سبب 'cause'	بيض 'eggs'
cardinal numerals:	ثلاثة 'three'	عشرة 'ten'	مئة 'hundred'
interrogative nouns:	أي (أية) 'which?'	كم 'how many? how much?'	
quantifiers:	كل 'all,each'	جميع 'all'	بعض 'some' معظم 'most'
verbal nouns:	درس 'studying'	أغناء 'enriching'	أستعمال 'using'

Of these, interrogative nouns and quantifiers have no dual or plural. The noun أي in statements means 'any'; in exclamatory sentences, it means 'what a...'. and كم , which is followed by genitive, means 'how many...!' 'how often...!' for example:

لاي شعب من الشعوب	'for any people (at all)'
ألف قصة - وأي قصة	'He composed a story--and what a story!'
كم نجم في السماء!	'How many stars there are in the sky!'
وكم طار فرحا عند سماع ذلك الخبر	'and how overjoyed he was on hearing that piece of news!'

Quantifiers used independently are masculine singular:

الكل يعرف ذلك	'Everyone knows that.'
---------------	------------------------

Verbal nouns are nouns in shape but have verbal force in that they may form a construction with a subject in the genitive case and a direct object in the accusative, e.g.

طبخ زوجته اللحم	'his wife's cooking (of) the meat'
طبخت زوجته اللحم	'His wife cooked the meat.'

2. Pronouns include

personal pronouns:	انا 'I'	انت 'you'	هم 'they'
interrogative pronouns:	من 'who?'	ما / ماذا 'what?'	

relative pronouns: الذي 'who' من 'whoever, he who' ما 'that which'

The relative الذي is definite, while the interrogatives and the relatives من and ما are indefinite.

3. demonstratives include

هذا	'this, that (near you)'	ذاك / ذا	'that'
ذلك	'that (over there)'		
هذا	'this, that (near you)'	ذلك	'that (over there)'
		ذاك / ذا	'that'

4. Adjectives include

adjectives :	كبير 'big'	صعب 'hard'	شجاع 'brave'
participles:	زاهب 'going'	دارس 'having studied'	مشهور 'famous'
elatives:	أكبر 'bigger'	أشهر 'more famous'	
ordinal numerals:	ثالث 'third'	عاشر 'tenth'	
included also:	واحد 'one'	اثنان 'two'	

Participles are adjectives with verbal force: they can take direct objects like verbs, and show differences in type of action, as in

الفتى زاهباً إلى المدرسة. 'The girl is going to school' (progressive action)

أنا فاهم الدرس 'I have understood the lesson.' (present perfect action)

5. Noun-prepositions are nouns that occur only in the accusative or genitive cases and function as prepositions. Some common ones are

أثناء 'during'	تحت 'under'	فوق 'over'
أمام 'before'	بعد 'after'	حول 'around; about'
بين 'among'	خلال 'during'	قبل 'before'
عند 'with; at'	وراء 'behind'	دون 'without; but not'

C. Parts of Speech. Particles

ج - أقسام الكلام . الحروف:

Particles include the following; listed also are combinations of words that have the functions of particles:

1. Accompaniment: و plus accusative 'with'

جاء وأخاه . 'He came with his brother.'

2. Adverbs:

الآن 'now'	هكذا 'thus'
البارحة 'yesterday'	هنا 'here'
إذا / إذن 'in that case, then'	هناك / هناك 'there'
أمس 'yesterday'	بعد 'after'
أولا 'firstly'	قبل 'before'
أيضا 'also'	فوق 'above'
فقط 'only'	قط 'at all'

Combinations:

ازدأك / ازدأك 'at that time, then'	كذلك 'likewise'
ربما 'perhaps'	هكذا 'thus'
فحسب 'only'	كذا 'thus'

Interrogative adverbs: كيف 'how?'

أين 'where?'

متى 'when?'

لماذا / لم 'why?'

Relative adverbs: حيث 'where'

لما 'when'

3. Affirmatives:

نعم 'yes'

أجل 'yes'

4. Annunciatives:

إذا / إذا ب 'lo, there is; all of a sudden there is...'

...واذا الباب يفتح '...And suddenly the door opens.'

5. Aspectual: قد (with perfect) 'has/have/had (done s.th.); (with indicative)

'will perhaps'

لقد استلمت رسالة من أخي . 'I have received a letter from my brother.'

6. Assertative:

ل 'indeed, surely'

انه لغريب 'It is certainly strange.'

7. Circumstantial (حال): و 'while, as'

جاء وهو يضحك 'He came laughing.'

8. Command: ل (plus jussive) 'let, make, have'

لِيَقُمْ 'Let him rise up!'

لِنَذْهَبْ 'Let's go.'

فَلْتَجَرِّبْ 'So try!'

9. Conditional: إِنْ 'if', إِذَا 'if, when'

كُو 'if'

10. Conjunctions: إِذْ (followed by a verb) 'and then; when; since, because'

أَمْ 'or'

أَوْ 'or'

أَيْ 'that is to say'

بَلْ 'but rather'

ثُمَّ 'thereupon, then'

لَكِنْ 'but, however'

فَ 'and then, and'

وَ 'and'

Combinations:

with إِنَّ

with أَلَمْ

with مَا

إِنَّ 'in view of the fact that' أَلَمْ 'until, up to the point that'

مَا 'while, whereas'

كَأَنَّ 'as if'

كَأَنَّمَا (plus nom.) 'as if'

لِأَنَّ 'because'

كَمَا 'as; and also'

كَمَا أَنَّ 'and likewise (is)'

إِلَّا أَنَّ 'but, however'

غَيْرَ أَنَّ " "

مَعَ أَنَّ " "

عَلَى أَنَّ " "

بَعْدَ أَنَّ " "

11. Correlative: (أَوْ) ... إِمَّا 'either... (or)'

12. Durative: مَا (plus perfect) 'as long as'

مَا عَشْنَا 'as long as we live'

مَا دَرَسَ الْعَرَبِيَّةَ 'as long as he studies Arabic'

13. Exceptives: إِلَّا 'except' سِوَى 'except'

14. Exclamatory: ما (followed by adjective verb) 'how...!'
 ما أبعد الماء ! 'How far away the water is!'
15. Future (followed by indicative): سوف ، س 'will, going to (do s.th.)'
16. Indefinite ما (following a noun) 'some, one, a certain'
 سنراكم يوما ما 'We'll be seeing you some day.'
17. Interjections: آه 'oh!'
 واأسفاه 'oh'grief!'
 ها 'ha! look! hey! (أُن) 'how preposterous (that...)!'

Note the following uses of ها :

- a) ها هي قادمة 'Here she comes!' 'See her coming!'
- b) ها ... ذا 'here...is', consisting of ها and the demonstrative ذا , as in
 ها انت ذا 'There you are!'
 ها نحن اولاء 'Here we are!'

18. Interrogatives: أ 'is it that...?' هل 'is it that...?'

19. Introducers (coming initially in a clause):

لكن 'but'	لكن 'but'
انّ 'indeed'	ليت 'would that'
عسى أن 'perhaps'	لعلّ 'perhaps, it is hoped that...'

With the exception of عسى these take a subject in the accusative. عسى in Classical Arabic was an inflected verb, but is found only in this form in modern Arabic.

Combinations: فانّ 'for, since' انما 'indeed, rather' (followed by nominative)

20. Negative : كلا 'no, certainly not' لا 'no; not'
 لم 'has not, did not' لمّا 'not yet'
 لن 'will never' ما 'not'
 21. Nominalizer: أن 'that' ما 'that'

ان 'that, the fact that'

لو 'that (foll. تمنى ، و)

The nominalizer ما is used with certain verbs (in the third masculine singular perfect) and adjectives (in the indefinite accusative) at the beginning of a clause to form adverbial expressions of degree:

كثراً / كثيراً 'often' قلماً / قليلاً 'seldom, rarely'
طالماً / طالماً 'how often' طالماً أن 'while, as, the more so as'

كثيراً ما نتعب من هذه التمارين. 'We often get tired of these drills.'

غالباً ما 'most often, mostly, in most cases'

22. Prepositions:

الى 'to' ل 'to, for'
ب 'in; by; with' لدى 'with, at'
حتى 'until; as far as' مع 'with'
على 'on' منذ 'since'
عن 'from; about' و (in oaths) 'by'
في 'in' واللّه 'by God!'
ك 'like, as , such as'

Combinations: بدون 'without' بلا 'without' من غير 'without'

23. Purpose (followed by subjunctive) 'in order that':

ل ، كي ، لأن ، حتى ، و ، ف

Combination: 'in order that...not' كيلا ، لكيلا

24. Redundant ما : (does not affect case inflection), 'ever, at all', etc.

عن قريب = عما قريب 'from nearly; soon'

إذا ما رأيته 'if you (ever) see him'

25. Topicalizer: أما ... (ف) 'as for...'

أما محمد فلم يحضر اليوم. 'As for Mohamed, he did not come today.'

26. Vocatives: يا 'O' أيها / أيتها 'O'

يا is used before a nominative without nunation, e.g. يا قاري 'o reader';

if the noun is the first term of an idafa, it is put in the accusative, e.g.

يا ملك الملوك 'O king of kings!'. If the addressee is not present, or unknown, the accusative indefinite is used, e.g. يا رجلاً 'Somebody!' 'O fellow!' (wherever you are).

أيها (masculine or feminine), (rarely, أيتها fem.) is used only before a nominative noun with the definite article, e.g. أيها المستمعون 'O listeners!'

D. Nouns of place and time.

د - اسم المكان واسم الزمان:

A great many Arabic nouns are derived from verbs and generally have the meaning 'place where or time when (the activity indicated by the verb) is carried on'. For example, from the verb صَنَعَ (imperfect يصنع) 'to manufacture' comes the noun مَصْنَع 'factory'. Such words are known as nouns of place and time (or simply nouns of place, since that is much the more common of the two meanings.) In a number of cases the noun of place has a specialized meaning which may seem somewhat removed from the meaning of the verb; for example مَبْدَأُ (from the verb بَدَأَ 'to begin') can mean 'starting-point', but can also mean 'foundation' or 'principle'. A few nouns of place are derived from nouns rather than verbs, for example مَقهى 'coffee-house' from قهوة 'coffee'.

Nouns of place derived from Form I verbs most commonly have the patterns maFMaL or maFMiL; some have maFMaLa, maFMiLa, or maFMuLa, as follows:

a. Pattern maFMaL.

Doubled: Short vowel shifts: -FMaL becomes -FaML

Weak M: -Wa- and -Ya- become /aa/

Weak L: -aW- and -aY- become /aa/, with nunation /an/

This is the pattern for nouns of place derived from Form I verbs (other than those with first radical W or Y) whose imperfect vowel is /a/ or (with a few exceptions) /u/, from a few with imperfect vowel /i/, and from those with last radical W or Y. Examples:

Sound :	<u>T</u> <u>B</u> <u>X</u>	مطبخ 'kitchen'	(طَبَخَ 'to cook')
	<u>S</u> <u>R</u> <u>H</u>	مسرح 'theatre'	(سَرَحَ 'to be dis-tracted')
Doubled:	<u>M</u> <u>R</u> <u>R</u>	مُرَّ 'aisle'	(مرَّ 'to pass')
Weak M :	<u>K</u> <u>W</u> <u>N</u>	مكان 'place'	(كان 'to be')
	<u>T</u> <u>Y</u> <u>R</u>	مطار 'airport'	(طار 'to fly')
Weak L :	<u>L</u> <u>H</u> <u>W</u>	ملهى 'nightclub'	(لها 'to amuse s.o.')
	<u>R</u> <u>M</u> <u>Y</u>	مرمى 'goal'	(رمى 'to aim at')

b. Pattern maFMiL

This is the pattern for nouns of place derived from Form I verbs with first radical W or Y, most of those whose imperfect vowel is /i/, and a few whose imperfect vowel is /u/.

Sound :	<u>J</u> <u>L</u> <u>S</u>	مَجْلِس 'council'	(جَلَسَ 'to sit')
	<u>G</u> <u>R</u> <u>B</u>	مَغْرِب 'west, sunset'	(غَرَبَ 'to set(sun)')
Weak F :	<u>W</u> <u>Q</u> <u>F</u>	مَوْقِف 'standpoint'	(وَقَفَ 'to stand')
	<u>W</u> <u>Q</u> <u>9</u>	مَوْقِع 'situation'	(وَقَعَ 'to be situated')

c. Patterns maFMaLa, maFMiLa, and maFMuLa

Some nouns of place have one (or more) of these patterns instead of, or in addition to, the two previously discussed.

Sound :	<u>M</u> <u>L</u> <u>K</u>	مَمْلَكَة 'kingdom'	(مَلَكَ 'to rule')
	<u>K</u> <u>T</u> <u>B</u>	مَكْتَبَة 'library'	(كَتَبَ 'to write')
	<u>Q</u> <u>B</u> <u>R</u>	مَقْبَرَة 'cemetery'	(قَبَرَ 'to bury')
Weak M :	<u>G</u> <u>W</u> <u>R</u>	مَغَارَة 'cave'	(غَارَ 'to become hollow')

For the patterns in a, b, and c above, by far the most common plural is

maFaaMiL:

مسرح	مسارح	'theatre'
مرمى	مرامٍ	'goal'
مجلس	مجالس	'council'
موقع	مواقع	'situation'
مملكة	ممالك	'kingdom'

Those with doubled and weak-middle roots may have sound plurals in /-aat/:

ممر	ممرات	'aisle'
مغارة	مغارات	'cave'

A few have other plurals:

مكان أمكنة or اماكن 'place'

Nouns of place derived from verbs other than Form I have patterns identical to those of the passive participles of those verbs, for example:

II	<u>S</u> <u>L</u> <u>W</u>	مصلّى	'place of prayer'	(	صلّى	'to pray')
XIII	<u>X</u> <u>B</u> <u>R</u>	مختبر	'laboratory'	(	اختبر	'to test')

All these have sound plurals in /-aat/:

مصلّيات	'places of prayer'
مختبرات	'laboratories'

تمرين ٨ و ٩ في كتاب التمارين

القسم الثالث : الاصغاء والفهم

ادرس الكلمات التالية ثم استمع الي القطعة المسجلة علي الشريط ، واعمل بما جاء في تمرين ١٠ من كتاب التمارين .

origin	أصل
law	قانون
material	مادة

القسم الرابع : المراجعة

للقراءة والترجمة

لقد تطور التعليم في العالم العربي تطورا كبيرا ففي السنوات الاخيرة . فبعد ان كان في القرن الماضي مقتصرا على الموضوعات النظرية كالعلوم الدينية واللغوية ، أصبح الان يهتم بالعلوم المختلفة كالعلوم الصناعية والزراعية والتجارية وغيرها من العلوم المهنية . كما أننا نلاحظ ازديادا كبيرا في عدد المدارس والطلاب . فالיום أصبح المواطنون يؤمنون بالتعليم وأهميته بالنسبة الي تقدم البلاد وازدهارها . وأصبحت المدارس منتشرة في جميع المدن والقرى بعد أن كانت مقصورة علي المدن والقرى الكبيرة فقط . ومن الجدير بالذكر أن ظهور الجامعات العربية جاء متأخرا

فقد ظهرت أول جامعة عربية في القاهرة سنة ١٩٠٨ . غـ
ان البلاد العربية شهدت توسعا كبيرا في التعليم الجامعي
ولا سيما بعد الحرب العالمية الثانية ، بحيث أصبحنا نجد
اليوم جامعة أو أكثر في كل قطر عربي . ولابد من ان
نضيف الى ذلك ما حقته الدول العربية من تقدم عن طريق
ارسال طلابها الى الخارج للدراسة علي حسابها في الجامعات
الامريكية والاوربية وغيرها ...

تمرين ١١ ، ١٢ ، ١٣ في كتاب التمارين

القسم الخامس : المطالعة الموسعة

حبيبتي ريما ،

لا تتعجبي ، يا حبيبتي ريما ، اذا كنت في احاديثي

معك أتناول موضوعات عن المرأة أكثر من تناولي موضوعات

my desire

أخرى - أن أَمْنِيَّتِي بأن تكوني - عندما تكبرين - المرأة

التي أريدك ان تكونيها - تجعلني اعود بين رسالة واخرى ، الى

الكتابة اليك عن حياة المرأة . ومن عاش حياته المهنيه مع

your grand-
father

دنيا المرأة - كما هو جَدُّكَ - ليس عجبا ان يكثر الحديث عنها

his grand-daughter

.. لاسيما اذا كان يحدث حَفِيدَتَهُ امرأة المستقبل .

وأنت لابد ان تعرفي مهما كتبت لك في رسائلي السابقة

ومما ستقرأينه في كتابي " الْمَرْأَةُ جَسَدٌ وَرُوحٌ " و " أَحَادِيثُ

supporter

مع الْمَرْأَةِ الْعَرَبِيَّةِ " .. اني كنت داعما من مُنَاصِرِي الْمَرْأَةِ

في كفاحها من أجل التحرر والحصول على كامل حقوقها ، كما
كنت من دعاة مساواة المرأة بالرجل في جميع الحقوق
والواجبات .

أما ما جعلني اكتب لك رسالتي هذه بصورة خاصة ، فهو
حكاية امرأتين شغلت أخبارهما العالم كله ، هاتان المرأتان
هما فالنتينا تشيريكوفا السوفياتيه ، وكريستين كيلر البريطانيه

المرأة الاولى حكّت أخبارها حكاية عظمة المرأة . وبينت
ان المرأة ليست مخلوقا ضعيفا لا يقوى علي ما يقوى عليه الرجل .

والمرأة الثانية حكّت أخبارها حكاية ضعف المرأة وبينت

ان المرأة رُؤْسُهَا جمالها وسِحْرُهَا وجاذبيّتها الجنسيّة;
المرأة الاولى عَلَّتْ ، علت ، وعلت حتى وصلت الي اعلي
السماء .
her capital;
her charm;
her sex ap-
peal; rose
high

والمرأة الثانية هَوَتْ وهوت وهوت حتي غرقت في اقــــــذر
المستنقعات .
dropped

المرأة الاولى أسهمت في بناء دولة

والمرأة الثانية فتحت ثَغْرَةً لانهايار دولة
breach

هاتان المرأتان .. جَسَدَتَا قول الشاعر العربي ؛
embodied

انما المرأة شيطان اذا أفسدتها واذا علمتها فهي ملك

وتساوت قدرة المرأتين (الملك والشيطان) في حساب (الْكَمِّ)
quantity

أما في حساب (النَّوْعِ والكيف) فالفرق بعيد بعد الجنة عن
quality

النار .

ان ضعف المرأة وجاذبيتها الجنسية هما مصدر كل العلل

التي تصاب بها المرأة ، فهذا يقعدها عن الاشتغال بأُمور حياتها وبذلك يفقد المجتمع حيوية احدى شخصيتيه .

ولكننا يجب ان نتذكر ايضا ان في جنس الرجل يوجد اشخاص مثل فلنتينا وكريستين . فلماذا يكون اذن لجنس الرجل مقاييس ولجنس المرأة مقاييس أخرى في حالتي الضعف والقوة وكلا الرجل والمرأة من جيلة الانسان الواحدة ؟

ان هذا التمييز بين جنس الرجل وجنس المرأة لا يوافق عليه المنطق السليم ولا العلم . ان الدافع لهذا التمييز هو حب التسلط والغاية هي إِحْرَازُ التَّسَلُّطِ .
logic
achieving; mastery

والتسلط سواء كان تسلطا استعماريا من قبل حكومة أو دولة علي شعب أم كان تسلطا اجتماعيا من قبل جنس الرجل علي جنس المرأة هو تحد للحقيقة الانسانية .

أرجو أن لا أكون يا صغيرتي قد تحدثت في أمور أنت ما تزالين غير قادرة علي فهمها ولكني فعلت ذلك قبل أن تكبري ويرسخ فيك هذا التمييز بين الرجل والمرأة .

جورج حنا، "عُشْرُونَ رِسَالَةً إِلَى حَفِيدَتِي"
(بيروت ، ١٩٦٣) ص ١٢٧ - ١٣٣

تمرين ١٤ : في كتاب التمارين

الدرس الثاني عشر
القسم الأول : الموارد الاقتصادية في العالم العربي

أ - الجمال التمهيدية :

١ - تَمَتَّعَ بِر ، تَمَتَّعُ to enjoy

يتمتع لبنان بجمال طبيعي يجعله مقصدا للسواح .

مُتَعَّة - مُتَعٍ enjoyment, delight

مُتَعٍ pleasant, gratifying

٢ - اسْتَفْلَلَ ، اسْتَفْلَلْ to utilize, exploit

تحاول الحكومة السورية البحث عن الزيت واستغلاله بدون اللجوء الى شركات أجنبية .

٣ - مَعِيشَةٌ living, way of life

تعمل بعض الحكومات على رفع مستوى معيشة شعوبها .
(عاش ، عَيْشٌ)

مُسْتَوَى المَعِيشَةِ standard of living

٤ - مَوْرِدٌ - مَوَارِدُ resource, income

الجزائر غنية بمواردها الطبيعية .

٥ - شَرُوءٌ - شَرَوَاتٌ wealth

يشكل الزيت أهم مصدر من مصادر ثروة المملكة العربية السعودية

شَرِيٌّ ، أَثَرِيٌّ wealthy

٦ - بَحْرٌ - بَحَارٌ ، بَحُورٌ ، أَبْحَارٌ ، وَأَبْحَرٌ sea

يعتمد البحر الأبيض المتوسط من أهم البحار في العالم .

بَحْرِيٌّ marine, naval, seaman

الْبَحْرُ الْأَحْمَرُ the Red Sea

الْبَحْرُ الْمَيِّتُ the Dead Sea

الْبَحْرُ الْأَسْوَدُ the Black Sea

٧ - مُحِيطٌ - مُحِيطَاتٌ ocean

يمتد العالم العربي من المحيط الاطلسي غرباً الى حدود
ايران شرقاً .

(أحاط ب ، احاطة)

٨ - قِيمَةٌ - قِيمٌ worth, value

لأعمال الشاعر الانكليزي شكسبير قيمة كبيرة في الأدب العالمي .

قِيمٌ valuable

٩ - فَحَسْبُ only

لم يقتصر الاسلام على المبادئ الدينية فحسب بل شمل
النواحي الاجتماعية والسياسية .

١٠ - اِشْتَهَرَ ، اِشْتَهَارٌ to become famous, be famous

تشتهر مدينة القدس بأهميتها الدينية في العالم كله .

(شهرة ، مشهور - مشاهير)

شَهِيرٌ well-known

أَشْهَرٌ better-known

١١ - جَذَرٌ - جُذُورٌ root

للحضارة العربية جذور تتصل بحضارات المنطقة العربية القديمة .

١٢ - مَطَرٌ - أَمْطَارٌ rain

تقوم زراعة لبنان على الأمطار .

أَمْطَرَ ، مَطَرَ ، امطار

أَمْطَرَتِ السَّمَاءُ it rained

مُمْطِرٌ rainy

١٣ - اِعْتَمَدَ عَلَى ، اِعْتِمَادٌ to depend on

يعتمد الغرب على بترول الشرق الأوسط اعتماداً كبيراً .

(عَمِيدٌ - عُمْدَةٌ)

١٤ - خَزَنٌ - خَزْنٌ to store

الهدف الأكبر من بناء السدود هو خزن المياه للزراعة .

مَخْزَنٌ - مَخَاِزِنٌ a store, shop

١٥ - وَزَعَ (على) - وَزِيعٌ to distribute (to)

تقوم وزارة الاصلاح الزراعي بتوزيع الأراضي على الفلاحين .

١٦ - لَجَأَ الى - لَجُوءٌ to resort to

لجأت مصر الى بناء سد أسوان لتطوير الزراعة .

١٧ - قَنَاةٌ - قَنَوَاتٌ / أَقْنِيَةٌ canal

تستعمل القنوات لنقل المياه الى الأراضي الزراعية .

قَنَاةُ السُّوَيْسِ

the Suez Canal

١٨ - قُطْنٌ - أَقْطَانٌ

cotton

تشتهر مصر بتصدير القطن .

١٩ - كَمِيَّةٌ - كَمِيَّاتٌ

amount, quantity

ينتج لبنان كميات كبيرة من البيض كل عام .

(كم)

٢٠ - وَفَّرَ

abundant

تصدر أستراليا كميات وفيرة من اللحوم سنوياً الى البلاد

العربية .

(وَفَّرَ ، تَوْفَّرَ)

٢١ - حَوَالَى

about, around, approximately

يبلغ عدد سكان لبنان حوالى مليونين

حول

around

٢٢ - صَادِرَاتٌ

exports

كان البترول ولا يزال من أهم صادرات العراق .

٢٣ - صَدَّرَ ، تَصَدَّرَ

to export

تصدّر منطقة الشرق الأوسط الزيت الى أوربا .

(صَادِرَاتٌ)

٢٤ - دَخَلَ

income

سيؤدي بناء السد العالي الى ازدياد دخل مصر بنسبة كبيرة .

(دخل ، دخول ، أدخل)

الدَّخْلُ السَّنَوِيُّ

annual income

ضَرِيَّةُ الدَّخْلِ

income tax

- ٢٥ - مَوْسَسَةٌ - مَوْسَسَاتٌ establishment, institution
لقد أصبح البنك العربي في لبنان من أكبر المؤسسات المالية.
- (أسس ، أساس ، أساس)
٢٦ - مَوَّلَ ، تَمَوَّلَ to finance
ساعدت روسيا في تمويل بناء سد اسوان .
- (مال ، أموال)
سَنَةٌ مَالِيَّةٌ fiscal year
وزارة المالية ministry of finance
رَأْسُ مَالٍ capital
رَأْسَالِيَّةٌ capitalism
- ٢٧ - اِسْتَهْلَكَ ، اِسْتَهْلَكَ to consume
يزداد استهلاك العالم للزيت سنة بعد سنة .
- اِسْتِهْلَاكِيٌّ consumer (adj.)
الْجَمْعِيَّةُ التَّعَاوُنِيَّةُ اِلِسْتِهْلَاكِيَّةُ consumers' co-operative society
٢٨ - حَسَّنَ ، تَحَسَّنَ to improve
تبذل بعض الدول العربية جهودا كبيرة لتحسين مستوى المعيشة.
- (حسن ، أحسن ، حسنا ، حسن ، لحسن الحظ)
(فتاة) حَسَنَاءُ beautiful girl, beauty
٢٩ - مِينَاءُ - مَوَانِيْ sea-port, port
ميناء نيويورك أهم موانئ الولايات المتحدة .
- ٣٠ - خِطَّةٌ - خِطَطٌ plan, map
تضع وزارة الاقتصاد خطة لتطوير مشاريع البلاد الاقتصادية .
- ٣١ - خَبِيرٌ - خُبْرَاءُ expert
تحتاج الدول العربية الى خبراء في مختلف الميادين .
- (أخير ، خبر) خِبْرَةٌ experience, expertise
٣٢ - نَمَّا ، نَمُو to grow
تبذل الدول العربية جهودا كبيرة في سبيل نموها الاقتصادي .

ب - النص الأساسي

المقدمة :

تتمتع الاقطار العربية المختلفة بموارد اقتصادية غنية ، وهي تعمل على استغلالها لرفع مستوى المعيشة لمواطنيها ، وتحقيق نهضة زراعية وصناعية في مختلف الميادين ، كما يشير الى ذلك النص التالي

*** **

من المعلوم أن البلاد العربية غنية بمواردها الاقتصادية وشروطها الطبيعية فهي أولا تقع عند ملتقى ثلاث قارات : أوربا وآسيا وأفريقيا ، وتمتد سواحلها على عدد من البحار كالبحر الأحمر ، والبحر الأبيض المتوسط ، والمحيطين : الأطلسي والهندي ، وهذا الموقع يجعلها مركزا ذا قيمة تجارية مهمة .

ويضاف الى ذلك أنها تتمتع بمركز سياحي لا يفضل جمال طبيعتها فحسب بل لما أشتهرت به من آثار حضارية تمتد جذورها بعيدا في التاريخ كآثار الفراعنة في مصر ، والبابليين في العراق والفينيقيين في لبنان ، والرومان في سورية والأردن وشمال أفريقيا ويفضل ما لها من أهمية دينية لكونها مهد الأديان الثلاثة : اليهودية والمسيحية والاسلام .

وإذا انتقلنا الى مصادر الثروة الطبيعية الأخرى فاننا نلاحظ أن الزراعة تشكل موردا أساسيا في أكثر الأقطار العربية ، وهي تقوم على أساس ثلاثة مصادر مائية : الأمطار والأنهار والآبار. وأهمية هذه المصادر تختلف من بلد الى آخر فالجمهورية العربية المتحدة مثلا تعتمد اعتمادا *كليا على الري وتستغل مياه النيل أحسن استغلال ومن المنتظر ان يزيد بناء " السد العالي " مساحة

oases;
scattered

building;
digging

أراضيها الزراعية وإنتاجها . والزراعة في العراق تعتمد على الأنهار والامطار بينما نجد أن سورية والجزائر والمغرب تعتمد في زراعتها على الامطار أكثر بكثير من اعتمادها على مياه الأنهار . أما الزراعة على أساس مياه الآبار فتتمثلها الواحات المتناثرة في الجزيرة العربية والصحراء في شمالي افريقيا . وكان من *الطبيعي أن تهتم الأقطار العربية بخزن المياه ، وتنظيم توزيعها ، فتلجأ الى بناء السدود وشق القنوات وحفر الآبار كما نلاحظ ذلك في مصر وسوريا والعراق والسودان والمملكة السعودية .

crops

rice; plant

dates

tobacco

wheat

coffee beans

وبالبلاد العربية معروفة بعدد كبير من المنتجات الزراعية ففي مقدمتها القطن وتنتج منه مصر والسودان كميات وفيرة ، والأرز ويزرع بصورة خاصة في مصر والعراق ، والتفاح التي يشتهر بها العراق حيث نجد حوالي ٧٥ ٪ (بالمائة) من تفاح العالم ، والتبغ الذي تنتج منه الجزائر نصف إنتاج الوطن العربي ، والقمح الذي تعرف به سوريا ، والبن الذي يكون نسبة كبيرة من صادرات اليمن .

phosphate

iron; ore

أما الموارد الطبيعية الأخرى فتشمل الزيت (البترول) الذي تنتج منه البلاد العربية ما يزيد عن ٢٥ ٪ من إنتاج العالم . والأقطار العربية المشهورة بإنتاجه هي الكويت والمملكة السعودية وليبيا والجزائر والعراق وقطر وأبوظبي . ويوجد الفوسفات * بكثرة في المغرب والاردن وتونس وقد صدر المغرب وحده سنة ١٩٦٧ ما يساوي ٤٠ ٪ من الانتاج العالمي * آنذاك ، ونجد الحديد الخام في عدد من الأقطار العربية كالجزائر ومصر والمغرب ، وتعتمد الجزائر رابعة دول العالم تصديراً للحديد .

heavy

لقد كان لاستغلال هذه الموارد الطبيعية وغيرها فضل كبير على النهضة الحديثة في مختلف الميادين ، علمية كانت أم اقتصادية أو اجتماعية ، فقد ارتفع مستوى المعيشة ودخل * الفرد في بعض الأقطار العربية ، وازدهرت بعض الصناعات الثقيلة وكثير من الصناعات

light

الخَفِيفَةُ وَأُنْشِئَتْ المؤسسات لتمويل المشاريع الزراعية والصناعية والتجارية والجمعيات*التعاونية الاستهلاكية كما ساعد ذلك على تحسين وسائل النقل والمواصلات وانشاء المطارات والموانئ وتوسيعها ، ونشر التعليم بصورة عامة ، وتطور التعليم الفني والمهني .

coordinat-
ion
exchange

integrative

ومن الجدير بالذكر ان الدول العربية أدركت أهمية التعاون الاقتصادي لتنسيق مشاريعها الزراعية والصناعية والتجارية ، فعقدت المؤتمرات ووضعت الخطط المشتركة ، وشجعت تبادل الخبراء لفرض تحقيق النمو الاقتصادي المتكامل .

المصادر :

فيليب رَفْلَه وأحمد سامي مَضْفَى - جغرافية الوطن العربي

ط ٢ (القاهرة ، ١٩٦٥) ٧٣ - ٨٠

محمد صبحي عبد الحكيم وآخرون : الموارد الاقتصادية

في الوطن العربي ط ٢ (بيروت ، ١٩٦٦) ١٥٢ - ١٥٣

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

- ١ - أين تقع البلاد العربية ؟
- ٢ - ما هي البحار التي تقع على حدود الدول العربية ؟
- ٣ - أي المحيطات يحيط بالعالم العربي ؟
- ٤ - ما هي أهمية موقع العالم العربي ؟
- ٥ - لماذا تتمتع البلاد العربية بمركز سياحي هام ؟
- ٦ - ما أهم الآثار في البلاد العربية ؟
- ٧ - ما هي الأديان التي ظهرت في بلاد العرب ؟
- ٨ - ما هو المورد الاساسي في معظم الاقطار العربية ؟

- ٩ - أذكر أنواع المصادر المائية التي تعتمد عليها الزراعة ؟
- ١٠ - في أي جزء من العالم العربي تعتمد الزراعة على الآبار ؟
- ١١ - لماذا تلجأ البلاد العربية الى بناء السدود ؟
- ١٢ - أين ينتج القطن بكثرة ؟
- ١٣ - أي بلد عربي يشتهر بزراعة البن ؟
- ١٤ - أين تنتج التمور بكثرة ؟
- ١٥ - كم تبلغ كمية الزيت الذي تنتجه البلاد العربية بالنسبة الى الانتاج العالمي ؟
- ١٦ - أين يوجد الفوسفات بكثرة في العالم العربي ؟
- ١٧ - أي البلاد العربية تصدر الزيت بكثرة ؟
- ١٨ - كيف اثر استغلال الموارد الطبيعية على النهضة الحديثة في العالم العربي ؟
- ١٩ - لماذا تضع البلاد العربية الخطط الاقتصادية المشتركة ؟
- ٢٠ - ماذا يعني الكاتب ب (النمو الاقتصادي المتكامل) ؟

القسم الثاني: القواعد

أ - تمارين عامة :

تمرين ٢: اكمل جمل

اكمل الجمل التالية محولا الصفة الموضوعة بين قوسين الى "افعل التفضيل + مصدر" ، كما في المثل التالي:

استقبل الرئيس الوفد ——— (حسن) The president received the delegation.

استقبل الرئيس الوفد احسن استقبال • The president gave the delegation the best (possible) reception.

١- نظمت المؤسسة الجديدة مكتبة الجامعة ——— • (جميل)

٢- وزعت الارض على الفلاحين ——— • (حسن)

٣- انتشرت المسيحية ——— • (واسع)

٤- شجعت الحكومة التعليم المهني ——— • (كبير)

٥- حدد المفكر مفهوم القومية ——— • (دقيق)

٦- وجه المدرس طلابه ——— • (عظيم)

- ٧- دافعوا عن بلادهم — — — . (راجع)
- ٨- فسّر الكاتب الشعر القديم — — — . (واضح)
- ٩- استعدّ لامتحان — — — . (تام)

تمرين ٣: تحويل

حوّل كما في المثلين التاليين مستعملا "أما ... ف" :

نالّت الجزائر استقلالها عام ١٩٦٢. ←
Algeria obtained its independence in 1962.

أما الجزائر فنالت استقلالها عام ١٩٦٢. ←
As for Algeria, it obtained its independence in 1962.

في الجامعة عدد كبير من الطلّاب الاجانب. ←
There is a large number of foreign students in the university.

أما الجامعة ففيها عدد كبير من الطلاب الاجانب. ←
As for the university, there is a large number of foreign students in it.

- ١- أنشأت الدولة المصانع لانتاج الطائرات.
- ٢- ازدهر الاقتصاد اللبناني في السنوات الاخيرة.
- ٣- للفلاح خمسة اولاد وسبع بنات.
- ٤- سافر صاحب الجريدة الى اوربا.
- ٥- قدّم مندوب المغرب مشروعا جديدا الى الامم المتحدة.
- ٦- في السعودية زيت كثير.
- ٧- تزوجت سعاد من رجل غني.
- ٨- ناقش المجتمعون الموضوع من مختلف النواحي.
- ٩- حضر المراسلون الاجانب الاجتماع الاول.
- ١٠- اصبح عدد طلاب جامعتنا حوالي ٤٠.٠٠٠ طالب.

تمرين ٤: تحويل

حوّل من "فعل مضارع" الى "من + اسم مفعول" وذلك كما في المثلين التاليين:

We know that the Arab World is rich in oil resources.

نعلم ان البلاد العربية غنية بموارد

الزيت.

It is known that the Arab World is rich in oil resources.

من المعلوم ان البلاد العربية غنية

بموارد الزيت.

The two sides agreed to end the war.

اتفق الفريقان على انتهاء الحرب.

It was agreed upon to end the war.

من المتفق عليه انتهاء الحرب.

١- نعرف ان المواصلات منظمة تنظيماً رائعاً في الولايات المتحدة.

٢- ينتظر ان يتقدم اقتصاد مصر بعد ان تمّ بناء السدّ العالي.

٣- تتفق دول العالم على ان وجود الامم المتحدة ضروري للسلام العالمي.

٤- يلاحظ ان العادات الاجتماعية اخذت تتغير في امريكا في المدة الاخيرة.

٥- قررت الدولة ان تبني جامعة جديدة.

٦- يعترف الجميع بان للدول الكبرى مصالح في الشرق الاوسط.

٧- يعتقد انه ليس من المستحيل حلّ مشاكل العالم.

٨- تفاهم المجتمعون على انه لا بدّ من السلام.

٩- اعتاد الامريكيون ان يقيموا احتفالات كبيرة بمناسبة استقلال بلادهم.

تمرين ٥: تحويل

حوّل كما في المثلين التاليين مستعملاً "من أكثر" :

The farmer is a man who loves the soil.

الفلاح انسان يحب الارض.

The farmer is among the people who love the soil most.

الفلاح من اكثر الناس حبا للارض

Scientists are people who respect intellectual freedom.

العلماء ناس يحترمون الحرية الفكرية.

Scientists are among the people who respect intellectual freedom most.

العلماء من اكثر الناس احتراماً للحرية الفكرية.

١- الصحفي انسان يبحث عن الانباء.

٢- القضاة ناس يؤمنون بالحق.

- ٣- السعودية دولة عربية تنتج الزيت .
- ٤- البدوي من المواطنين الذين يكرّمون الزائر .
- ٥- طه حسين مؤلف يهتم بالشعر القديم .
- ٦- القدس مدينة غنية بالاثار القديمة .
- ٧- المسلمون ناس يقدرّون كتابهم الديني .
- ٨- العرب ناس يحبون تاريخهم القديم .
- ٩- صديقي مفكّر يهتم بدراسة اللهجات العربية .
- ١٠- اليونان ناس يقدرّون موسيقاهم .

تمرين ٦ : تحويل

اعط الجمع :

١- منصب	٤- عا طفة	٧- نبأ	١٠- حدّ
٢- مقياس	٥- حقيقة	٨- قطعة	١١- ركن
٣- جزء	٦- نوع	٩- مهنة	١٢- مستوى

تمرين ٧ : تحويل

حوّل مستعملا "لم" و "لن" كما في المثل التالي :

The student came late.

جاء الطالب متأخرا .

The student did not come late.

لم يجئ الطالب متأخرا .

The student will not come late.

لن يجيء الطالب متأخرا .

- ١- قضت الاديان على كل العادات السيئة .
- ٢- خاف الشجاع من الموت .
- ٣- قال الكاتب مثل هذا الكلام .
- ٤- اختار أخي صديقا سيء الخلق .
- ٥- ادى المشروع الجديد الى نتائج هائلة .
- ٦- اعتدت على شرب الخمر .
- ٧- انقار الشعب لحكم الاعداء .
- ٨- تأخروا عن موعدهم .
- ٩- أستقبله في المطار .
- ١٠- استنفاد الرجل من اخطائه .

ج م ع

to gather (s. th.); collect

١- جَمَعَ ، جَمْعٌ

• كان يعمل في التجارة وجمع اموالا كثيرة .

• قام الشاعر بجمع قصائده في كتاب واحد .

to unite, combine, bring together

• يعتقد بعض المفكرين المهتمين بشؤون الوطن العربي .

• ان من الممكن جمع الدول العربية في وحدة أو اتحاد .

to add numbers

• اجمع الاعداد التالية: ٥ و ٧ و ٣٥ المجموع ٤٧ .

to make plural, pluralize (a word)

• نجمع "كتاب" على "كتب" ، ونجمع "بيت" على "بيوت" .

to pile up, amass, accumulate

٢- جَمَعَ ، تَجَمُّعٌ

• لقد قام بتجميع اموال كثيرة في مدة قصيرة .

to agree (on); to decide unanimously

٣- أَجْمَعَ عَلَى ، إِجْمَاعٌ

unanimously

بِالْإِجْمَاعِ

• أجمع المندوبون على حل المشكلة .

to assemble, to rally

٤- تَجَمَّعَ ، تَجَمُّعٌ

• تجمّع كثير من الناس امام باب السينما لي شاهدوا الفيلم الجديد .

to meet, to assemble

٥- اجْتَمَعَ ، اجْتِمَاعٌ

• اجتمع اساتذة اللغة العربية لمناقشة المشاكل التي يواجهها الطلبة

في دراسة اللغة العربية .

• اجتمع السفير الجديد بوزير الخارجية صباح اليوم لمدة ساعة .

٦- اسْتَجْمَعَ
to gather, collect

كان يشعر بتعب شديد ولكنه استجمع قواه وواصل السير.

٧- جُمِعَ - جُمُوعٌ
gathering, crowd

كانت جموع الشعب تصل العاصمة من جميع انحاء البلاد.

٩- من الامثلة على جمع التفسير: كِتَابٌ - كُتُبٌ
plural

٨- جُمِعَتْ - جُمُوعٌ
Friday

سنجتمع يوم الجمعة القادم ان شاء الله.

٩- جُمِعِيَّةٌ - جَمْعِيَّاتٌ
club, association, society, organization, assembly
من المقرر ان تناقش الجمعية العامة للامم المتحدة مشكلة الشرق الاوسط صباح الجمعة القادم.

١٠- جَمِيعٌ
الْجَمِيعُ
all
all people

يعرف الجميع انه رجل مخلص لوطنه وأُمَّتِه.

١١- جَمَاعَةٌ - أَت
جَمَاعَاتٍ وَأَفْرَادًا
group (of people)
in groups and individually

تتنقل جماعة من البدو في هذه المنطقة الصحراوية .
عندما ينتهي العمل في المصنع يخرج العمال جماعات وافرادا .

١٢- مَجْمَعٌ - مَجَامِعُ
place of meeting; academy

توجد ثلاثة مجامع لغوية عربية في القاهرة ودمشق وبغداد .

١٣- اجْتِمَاعٌ
life in a social group, community life

علم الاجتماع
Sociology

مجتمع - ات
society, community

يقوم علماء الاجتماع بدراسة المجتمعات وعاداتها ولغاتها .

social

١٤- اجْتِمَاعِيٌّ

Ministry of Social Affairs

وزارة الشؤون الاجتماعيّة

تقوم وزارة الشؤون الاجتماعيّة بمساعدة العمال وتوفير الاعمال لهم

وتحسين احوالهم الاجتماعيّة .

mosque

١٥- جَامِعٌ - جَوَامِعُ

يذهب المسلمون يوم الجمعة للصلاة في الجوامع .

league, union

١٦- جَامِعَةٌ - ات

The Arab League

جَامِعَةُ الدَّوَلِ الْعَرَبِيَّةِ

تعمل جامعة الدول العربية على تطوير التعاون الاقتصادي بين البلاد

العربية .

university

جَامِعَةٌ - ات

درس العلوم السياسية في الجامعة الامريكية في بيروت .

collection, compilation

١٧- مَجْمُوعَةٌ - ات

أصدر الكاتب مجموعة قصصية جديدة .

total

١٨- مَجْمُوعٌ - مَجَامِيْعُ

يزيد مجموع المعاهد العالية في الولايات المتحدة عن ألفي معهد .

B. Noun Inflection I.

ب - اعرابُ الأسم :

Nouns were defined in previous lesson as words inflected for definiteness, number and case and divided into the subclasses of noun, pronoun, demonstratives, adjectives and noun-preposition. Tow of these features, definiteness and case, will now be examined in more detail. We will look at number and gender in the next lesson.

1. Definiteness.

a. The definite article

Every noun is either definite or indefinite. Definite means that the referent of the noun has already been specified or is assumed to be known; this is indicated in English and Arabic by the definite article, e.g.

• شهد العالم العربي نهضة فكرية. 'The Arab world has witnessed an intellectual renaissance.'

The Arabic noun is also definite without the definite article if it is the first term of an idafa whose second term is definite or whose second is a pronoun, e.g.

حياة الانسان 'the man's life' ('the life of the man')

حياتك 'your life'

حياتك الطويلة 'your long life'

If a noun is not definite in one of these three ways then it is indefinite and must take nunation.

Note, however, that in an idafa construction where the second term is indefinite, the first term is also indefinite but, since it is in an idafa, cannot take nunation:

حياة انسان 'a man's life' ('=the life of a man')

فنجان قهوة ثالث 'a third cup of coffee'

Arabic and sometimes English, also uses the definite article for generic or abstract meaning as well, as for example 'the dog' in 'The dog is man's best friend'. However, whereas English may also generalize a concrete noun with an indefinite singular, as in 'A dog is a man's best friend' or an indefinite plural, as in 'Dogs are men's best friends', in Arabic all such abstractions must be with the definite article, e.g.

• الحياة في الصحراء صعبة. 'Life in the desert is difficult.'

• الفلاحون معروفون بالصبر. 'Farmers are well-known for patience.'

Finally, proper nouns are a special category, since semantically they are definite regardless of whether they are definite or indefinite in form. Thus, a

proper noun which has a common noun or adjective counterpart takes nunation. For example, كَرِيم takes nunation whether it is an adjective 'noble' or a person's name 'Karim'. As a proper name, however, any adjective modifying it must be definite, e.g.

كَرِيمُ الذَّكِيِّ 'clever Karim'

To summarize, a noun is definite in form and in meaning if it has the definite article prefix, has a pronoun suffix, or is the first term of an idafa whose second term is definite. It is definite in form but indefinite in meaning if it is the first term of an idafa whose second term is indefinite. Otherwise it is indefinite in form and meaning and takes nunation. The definite article is used to make a noun generic or abstract in meaning. Finally, proper nouns are definite in meaning whether they are definite or indefinite in form.

b. Diptotes

Certain nouns and adjectives, called diptotes, never take nunation, e.g.

أَكْبَرُ 'bigger'. Since they fit into well-defined groups it is fortunately possible to memorize a few rules which will include practically all diptotes. These rules are listed below, first for (1) common nouns and adjectives and then for (2) proper nouns.

(1) Common nouns and adjectives.

(a) All adjectives of the form ?aFMaLu, e.g.

أَكْبَرُ	'greater' (relative)	أَقْصَى	'more distant'
أَحْمَرُ	'red' (adjective of color)	أَهَمُّ	'more important'
أُطْرَشُ	'deaf' (adjective of defect)		

(b) All plurals of the patterns : maFaaMiL, maFaaMiil, or FaSaatiil

مَكَاتِبُ	'offices'	مَوَاضِعُ	'subjects'	أَسَالِيبُ	'methods'
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(c) All words ending in the feminine suffix ي or in ا when not part of the root; this includes

--the feminine relative, e.g. كُبْرَى 'great'; included here are أُولَى 'first'

and أُخْرَى 'other'

--feminine nouns such as زِكْرَى 'remembrance' شَكْوَى 'complaint', دَعْوَى 'invitation'. Do not confuse this with defective nouns where ي represents a radical and takes nunation, e.g. صَدَى 'echo'.

--certain broken plurals such as FaMaaLaa, e.g. صَحَارَى plural of صَحْرَاءُ 'desert' and قَدَامَى 'ancients' masculine plural of قَدِيمٌ, as well as هَدَايَا plural of هَدِيَّةٌ 'a present'; and FaMLaa, e.g. قَتَلَى masculine plural of قَتَلَ 'killed, murdered'.

--the feminine FaMLaa of the pattern FaMLaaNu, e.g. كَسَلَى feminine of كَسَلَانٌ 'lazy'.

(d) All words ending in the suffix اء (that is, when اء is not part of the root); this includes

--feminine adjectives of the form FaMLaa, e.g. حُمْرَاءُ 'red', طَرَشَاءُ 'deaf' and عَذْرَاءُ 'virgin'

--broken plural patterns FuMaLaa?u, e.g. وُزَرَاءُ plural of وَزِيرٌ 'minister of state'; aFMilla u, e.g. أَصْدِقَاءُ plural of صَدِيقٌ 'friend'; أَطِبَّاءُ 'doctores' plural of طَبِيبٌ.

(e) The adjective pattern FaMLaan if its feminine form can be FaMLaa or FaMLaanatun, e.g. سَكْرَانٌ 'drunk'. (The f. FaMLaanatun for this pattern is now considered correct Arabic usage.) FaMLaan words whose f. is FaMLaanatun only, are regular; e.g. نَدْمَانٌ, f. نَدْمَانَةٌ.

(f) The word أَشْيَاءُ, plural of شَيْءٌ 'thing'

2. Proper names.

Proper names include masculine and feminine personal names and place names.

All proper names are diptotes except:

(a) those with the definite article, which are regular, e.g. النِّيلُ 'the Nile', الْعِرَاقُ 'Iraq'

(b) masculine personal names taken from regular common noun or adjective pat-

terns, e.g.

كريم	'Karim' (as adjective: 'noble')
حسن	'Hassan' (as adjective: 'good')
محمود	'Mahmud' (as participle: 'praised')
فؤاد	'Fuad' (as noun: 'heart')

(c) masculine personal names spelled with three letters with ^o on the second letter are regular, e.g. زَيْدٌ 'Zayd' (feminine personal names of this type can be diptotes or regular). But عُمَرُ 'Omar', spelled with ' on the second letter, is a diptote.

(d) feminine personal names ending with ة .

فاطمة	'Fatima'	ميّدة	'Mayyada'
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Diptotes, then, do include all palce names not having the definite article; all proper names ending in alif (ا or ي); all proper names from foreign languages (e.g. ابراهيمُ); and all masculine personal names of the patterns aFMaLu (e.g. أَحْمَدُ 'Ahmad') and FaMLaan (e.g. عَدْنَانُ).

تمرين ٩ في كتاب التمارين.

2. Case

a. Three-case inflection

There are three case inflections in Arabic: ^u (nominative), _u (genitive) and _u (accusative). The regular noun, whether singular or broken plural, shows all three inflections:

	Singular	Broken Plural
Nom	كِتَابٌ 'book'	كُتُبٌ 'books'
Gen	كِتَابٍ	كُتُبٍ
Acc	كِتَابًا	كُتُبًا

Diptotes, whether singular or plural, show only two inflections when indefinite, with ' serving as inflection for genitive and accusative:

	Singular		Broken Plural
Nom	أَخْلَصُ 'more, sincere'		أَصْدِقَاءُ 'friends'
Gen/Acc	أَخْلَصَ		أَصْدِقَاءَ

When definite in form diptotes show the regular three inflections, e.g.,
 مِنْ أَصْدِقَاءِ 'among the sincerest of the friends' as opposed to
 مِنْ أَخْلَصِ الْأَصْدِقَاءِ 'from sincerer friends'.

b. Two-case inflection

Sound plurals have a two-case inflectional system: one form for the nominative case and a second inflection for genitive-accusative:

	Masculine Sound Plural		Feminine Sound Plural
Nom	مُعَلِّمُونَ 'teachers'		مُعَلِّمَاتُ 'teachers'
Gen/Acc	مُعَلِّمِينَ		مُعَلِّمَاتٍ

Defective nouns also show a two-case inflectional system, but here the nominative and the genitive share one ending while the accusative is different:

Singular:	Indefinite 'a judge'	Definite 'the judge'	First member of idafa 'judge of a city'
Nom/Gen	قَاضٍ	الْقَاضِي	قَاضِي الْمَدِينَةِ
Acc	قَاضِيًا	الْقَاضِي	قَاضِي الْمَدِينَةِ
Plural:	Indefinite 'coffeehouses'	Definite 'the coffeehouses'	First member of an idafa 'coffee-houses of Beirut'
Nom/Gen	مَقَاهٍ	الْمَقَاهِي	مَقَاهِي بَيْرُوتَ
Acc	مَقَاهِي	الْمَقَاهِي	مَقَاهِي بَيْرُوتَ

Note that the accusative forms of defective nouns coincide with the regular inflections for that case.

Note also that plural words like مَقَاهٍ (plural of مَقْهَى) are diptotes and yet take nunation in the nominative-genitive singular.

c. One-case inflection

All nouns and adjectives ending in ʔalif (ا or ي) show no variation for case, whether singular or plural. If the ʔalif represents the third radical of a defective root, the word may take nunation and is called an indeclinable, e.g.

مَقْهًى 'coffeehouse', اَلْمَقْهَى 'the coffeehouse' (root Q H W). If the ʔalif is a feminine suffix, then that word cannot take nunation and is called an invariable, e.g.

ك ر	ذكري	'remembrance'	س ه ر	صحاري	'deserts'
خ ر	أخرى	'other'	ق د م	قدامى	'ancients'
ك ب ر	كبرى	'great'	ه د ي	هدايا	'gifts'
د ن ي	دنيا	'world'			

d. Dual inflection

The dual suffix for the nominative case is - ان and for the genitive-accusative is - ين . This suffix is attached to the stem of the noun or adjective:

	'two days'	'two hours'	'two evenings'	'two bedouins'
Nom	يَوْمَانِ	سَاعَتَانِ	مَسَاءَانِ	بَدَوِيَّانِ
Gen/Acc	يَوْمَيْنِ	سَاعَتَيْنِ	مَسَاءَيْنِ	بَدَوِيَّيْنِ

A defective noun or adjective forms its dual on the basis of the definite stem, e.g. قاضيان 'two judges'.

Nouns and adjectives ending in ʔalif (ا or ي) change the ʔalif to a consonant before adding the dual suffix; ي and ا become ي and ا and ا become و , e.g.

مَقْهًى - مَقْهَيَانِ	'coffeehouse' - 'two coffeehouses'
ذِكْرِي - ذِكْرِيَانِ	'remembrance' - 'two remembrances'
عَصَا - عَصَوَانِ	'stick' - 'two sticks'
دُنْيَا - دُنْيَوَانِ	'world' - 'two worlds'

Words ending in the feminine suffix اة change ا to و before adding the dual suffix, e.g. حَمْرَاءُ - حَمْرَوَانِ 'red' (feminine singular - feminine dual)

القسم الثالث : الاصغاء والفهم

استمع الي القطع الثلاث المسجلة علي الشريط واعمل بمسـا
جاء في التمرين الخاص بكل منها (تمرين ١١ ، ١٢ ، ١٣ ،
علي التوالي) في كتاب التمارين .

القسم الرابع : مراجعة

للقراءة والترجمة

يعتقد بعض المفكرين العرب ان الثقافة عامل مـن
أهم العوامل التي تهتم بها الفكرة القومية . وذلك
لأن التعليم وسيلة فعالة في نشر الأفكار وتوجيه الامة توجيها
معينا . والاتجاه السائد اليوم في معظم الدول العربية
يتطلب من الدولة الاشراف التام على سير التعليم للتأكد
من حصول الشباب على النصيب الكافي من التوجيه ، لجعلهم
مواطنين صالحين ، وتوفير ما يحتاجونه من الثقافة القومية
والعلوم الاساسية التي لا بد منها لبناء مجتمع متقدم .

تمرين ١٤ - ١٦ : في كتاب التمارين

القسم الخامس : المطالعة الموسعة

الانتاج الاقتصادي في الوطن العربي

لا تقتصر السيادة والحرية في مفهومهما التام ، على sovereignty الجانب السياسي من حياة الوطن فحسب ، بل تتعدّياه الى جوانب go beyond it هذه الحياة جميعا . ويقودنا البحث هنا الى الجانب الاقتصادي وفيه تتمثل المشكلة الرئيسية من مشكلات الوطن العربي . وهي ضعف الانتاج الاقتصادي وقصور هذا الانتاج falling short عن الغاية التي يجب أن يحققها للوطن العربي اي : رفع مستوى المعيشة لأبناء هذا الوطن وتوفير الاسس المادية الضرورية لبناء كيانه الاجتماعي والحضاري . its existence

ولهذه المشكلة وجهان مترابطان : التخلف الاقتصادي backwardness والتبعية الاقتصادية . أما الوجه الاول فسببه ان الاقطار العربية dependency ما زالت في الأطوار الاولى من السيطرة على الطبيعة والمقدرة stages; control; exploitation على استثمار مواردها . والسيطرة على الطبيعة مظهر هام من مظاهر التحرر .

وفي المجتمع العربي عدد غير قليل من المواطنين الذين لا ينتجون انتاجا كبيرا وهم البدو المتنقلون في الصحارى . ان هذا الفريق لا يسهم اسهاما يذكر في الدخل القومي ، بل هو في الحقيقة يعتمد عليه .

its activity

أما الكثرة الغالبة من الشعب العربي ، فَنَشَاطُهُ الافتاجي الرئيسي هو الانتاج الزراعي . يعمل فيه حوالي ٧٠ ٪ من العرب ، وترتفع هذه النسبة في بعض الاقطار الى ٨٥ ٪ . وفيما عدا الاقطار المنتجة للبترول يسهم هذا الانتاج بحوالي ٥٠ ٪ من الدخل القومي .

material

poverty;
average;
low

ان لسيطرة الاقتصاد الزراعي اثارها الحضارية العديدة في هذا النظام الاجتماعي وفي العادات والتقاليد وفي وجوه التفكير وألوان الثقافة وما اليها . غير ان ما يهمننا هنا هو الوجه المادي الاقتصادي فحسب . فهذا الانتاج ، لانه زراعي أولا ولان طرقه وأساليبه لا تزال في أغلبها متخلفة ثانيا ، لا يوفر للوطن المَوَادَّ الكافية لرفع مستوى المعيشة أو لبناء حضارة مزدهرة . ومن هنا كان من أهم مشكلات الوطن العربي مشكلة الفَقْر . فَمَتَوَسَّطَ الدخل الفردي في البلاد العربية مُنْخَفِضٌ بالنسبة الى ما هو عليه في البلدان النامية اقتصاديا .

waste;
talent

ان معنى انخفاض هذا الدخل الفردي ، وانخفاض الدخل القومي بوجه عام له جوانب ثلاثة : أولها ان مستوى المعيشة المادي لابناء البلاد العربية عامة منخفض جدا عما تتطلبه حرية الفرد والمجتمع . وثانيهما ان في هذا الفقر تَعْطِيلٌ لقوى وَمَوَاهِبٌ لو نُصِّيت واستخدمت لكان منها الخير العميم للوطن . والثالث ان هذا الفقر لا يوفر للوطن الوسائل الضرورية ليكون له فعل حضاري ناشط أو أثر بارز في التقدم . ويجب ألا ننسى أن في البلاد العربية موردا آخر للدخل القومي له أهميته الكبرى وهو البترول . ويبلغ دخل البلاد العربية منه اليوم مئات الملايين من الدولارات غير ان اسهامها في استغلاله يكاد يقتصر

على مجرد تصدير البترول كمادة أولية ، وأنه ليس لها
إسهام فعال في الإنتاج ذاته ، أو في استخدام هذه المادة
الأولى لبناء الصناعة .

أما الوجه الثاني للمشكلة الانتاجية في الوطن العربي
فهو التبعية الاقتصادية . فلقد كان الاقتصاد العربي وما زال
الى حد بعيد ، بسبب تخلفه من جهة والتحكم السياسي الذي
فُرض عليه من جهة أخرى ، خاضعا للدول المتقدمة اقتصاديا
التي تريد الاستيلاء على موارد العالم العربي لإنتاج صناعاتها
وضمن الأسواق الاقتصادية لتصدير بضائعها . ولهذه التبعية
مظاهر متعددة كالتحكم في كيفية إنتاج المواد الأولية
وأثمانها واستثمار رؤوس الاموال وأثمان المنتجات الصناعية
- ما الى ذلك من أنواع السيطرة المختلفة .

مُحمَّد كامل عيَّاد - أَسْؤُ التُّرْبِيَّةِ فِي الْوَطَنِ الْعَرَبِيِّ

(القاهرة ، ١٩٦٥) ص ١١٥ - ١١٧

تمرين ١٧ في كتاب التمارين .

الدرس الثالث عشر
القسم الأول : تكوين المجتمع العربي

أ - الجمل التمهيدي

- ١ - أَقْلِيَّةٌ - أَقْلِيَّاتٌ minority
فى العالم العربى كثير من الأقليات القومية والدينية .
(قَلٌّ ، إِسْتَقْلٌ ، قَلِيلٌ ، قَلَمًا)
- ٢ - حَالِيٌّ - حَالِيَّونَ present, current
تقوم معظم دول العالم بتشجيع البحوث العلميه فى الوقت الحالى
فى الحال ، حالا
فى الوقتِ الحالىِ at the present
time
جُغْرَافِيَّةٌ (جُغْرَافِيَا) geography
- ٣ - طَبَقَةٌ - طَبَقَاتٌ class (of society)
ان مبادئ الاشتراكية تقوم على تحسين أوضاع الطبقة العاملة
من الشعب اجتماعيا واقتصاديا .
الطَبَقَةُ الْمُتَوَسِّطَةُ the middle
class
٥ - جِنْسٌ - أَجْنَاسٌ race
أدّى انتشار الاسلام الى اتصال العرب بأجناس كثيرة من
الشعوب .
الجِنْسُ البَشَرِيّ the human race
الجِنْسُ اللطيف the fair sex
- ٦ - إِنْ - (أَنْ) for, because, since
يقوم اقتصاد المملكة العربية السعودية على البترول ان أنه
يشكل نسبة كبيرة من دخلها السنوي .
- ٧ - فَرْدٌ - أَفْرَادٌ individual
تدعو المبادئ الديمقراطية الى احترام حقوق الفرد .
فَرْدًا فَرْدًا one by one,
one after the
other

- ٨ - تَأَمَّلْ (في) ، تَأَمَّلْ to meditate on, ponder
وقف السائح أمام الآثار يتأمل في روعتها .
- ٩ - تَمَّزَّ (عن) ب ، تَمَّزَّ to stand out, to be distinguished (from) by
تَمَّزَّ فلسطين عن غيرها من البلاد العربية بأنها مركز مهم للأديان الرئيسية الثلاثة .
(مَمَّزْ ، إِمْتَازْ ب)
مَمَّازْ distinguished, excellent
١٠ - تَابِعْ - أَتْبَاعُ follower
لكل مذهب ديني أو سياسي أتباعه .
(تابع ، اتبع)
تَبِعَ - ، تَبَعَ to follow
١١ - سَمَاءٌ - سَمَاوَاتُ heaven
الدين الاسلامي هو ثالث الأديان السماوية .
الأديان السماوية the religions of a divine origin
١٢ - قَوْمٌ - أَقْوَامٌ a people, nation
(قام ، قام ب ، أقام ، قيام ، إقامة ، قومية)
دخل في الاسلام أقوام كثيرة غير العرب .
- ١٣ - احْتَفَظْ بَ ، احْتَفَظْ to preserve, maintain
تحتفظ الاقلية الكردية في العراق بلغتها الكردية .
(حافظ على ، محافظة)
١٤ - تَصَرَّفَ في ، تَصَرَّفَ to act freely in
للأستاذ في الجامعات الأمريكية حرية التصرف في تحديد مناهجه التدريسية .
(انصرف)
١٥ - تَقْرِيْباً approximately
يبلغ عدد سكان سوريا ستة ملايين نفس تقريبا .
(قريب)
على التقريب ، بالتقريب ، بوجه التقريب approximately
(قريب ، اقترَب)

- ١٦ - ضَوِّلْ - ضَالَّةٌ : ضَيْلٌ - ضَيْالٌ to become small, scanty
- لا تزال نسبة المتعلمين الجامعيين ضئيلة بالنسبة الى مجموع افراد الشعب العربي .
- ١٧ - جَوَّارٌ in the neighborhood
- اسكن جوار الجامعة
(جَارٌ - جَمْرَان)
- ١٨ - جَوٌّ - أَجْوَاءٌ in the neighborhood of atmosphere
- جرت المناقشات في جو يسوده التفاهم .
- جَوًّا by air
- بَرِيدٌ جَوِّيٌّ air mail
- فِي جَوٍّ مُمْطِرٍ in rainy weather
- ١٩ - تَسَامَحٌ ، تَسَامُحٌ to tolerate
- التسامح من الصفات الحسنة التي تدعو اليها الأديان .
- ٢٠ - تُّرَاثٌ heritage
- المحافظة على التراث العربي القديم مهم في أربنا المعاصر .
- وَارِثٌ heir
- ٢١ - عَلَمٌ - أَعْلَامٌ a distinguished outstanding man
- يعتبر الشيخ مُحَمَّدٌ عَبْدُهُ علما من أعلام الإصلاح الديني في العصر الحديث .
- (علمٌ ؛ تعلمٌ ؛ علمٌ ؛ تعليمٌ ؛ تعليماتٌ ؛ معلمٌ ؛ عالِمٌ)
- إِسْمٌ عَلَمٌ proper name
- عَلَمٌ flag
- أَشْهُرُ مِنْ نَارٍ عَلَى عَلَمٍ very famous
- ٢٢ - أَصْلٌ - أَصُولٌ origin, source
- يقول المثل العربي ان من لا يعترف بأصله فلا أصل له .
- فِي الْأَصْلِ originally, at first

حَسَبَ الْأَصُولَ	properly
أَصِيلٌ	original, genuine
أَصِيلُ الرَّأْيِ	of sound judgment
مَرَضٌ مُتَأَصِّلٌ	chronic illness
٢٣ - مَسْئُولٌ (عَنْ) - مَسْئُولُونَ	responsible (for)
وزارات التربية في العالم العربي مسئولة عن اعداد المناهج وتوفر الكتب المدرسية .	
(سَأَلَ ، سَأَلَ ، تَسْأَلُ)	
مَسْئُولِيَّةٌ	responsibility
٢٤ - بِالْغِ ، مُبَالَغَةٌ	to exaggerate
على الباحث أن يبقى بعيدا عن المبالغة في كتابة التاريخ .	
(بَلَغَ ، بَلَغَ)	
٢٥ - عَلاَقَةٌ - عَلاَقَاتٌ	relationship
حاولت صحف المهجر في الولايات المتحدة الأمريكية تحسين العلاقات بين أمريكا والبلاد العربية .	
(علق على)	
العَلاَقَاتُ العامَّةُ	public relations
٢٦ - عَقِيدَةٌ - عَقَائِدُ	belief, ideology
حزب البعث العربي الاشتراكي من الأحزاب العقائدية المهمة ، في العالم العربي .	
(عَقَدَ ، انْعَقَدَ ، اعْتَقَدَ)	
عَقَائِدِيٌّ	ideological
٢٧ - قَانُونٌ - قَوَانِينُ	law
القانون اللبناني يساوي بين جميع أفراد الشعب لا فرق بين أقلية وأغلبية .	
٢٨ - عُنْصُرٌ - عُنَاصِرُ	race
لا يميز الاسلام بين الناس على أساس أوطانهم أو عناصرهم .	
التَّمْيِيزُ العُنْصُرِيُّ	racial discrimination

٢٩ - أَمَلٌ - آمَالٌ hope

انشأ السد العالى فى مصر على أمل توسيع الأراضي

الزراعية .

disappointment

خِيَّةُ الأَمَلِ

٣٠ - هَيْئَةٌ - هَيئاتُ

group, body
organization

تأسست هيئة الأمم المتحدة سنة ١٩٤٥ .

هَيْئَةُ الأُمَمِ المُتَّحِدَةِ

United Nations
Organization
faculty

هَيْئَةُ التَّدْرِيسِ

هَيْئَةُ حُكُومِيَّةٍ

governmental
agency
to join

٣١ - اِلْتَحَقَ بِـ ، اِلْتِحاقُ

بعد اتمام دراسته الجامعية التحق بالمدرسة الحربية .

اِلْتَحَقَ بِالْحُكُومَةِ

to go, into
government service
to join the army

اِلْتَحَقَ بِالْجَيْشِ

اِلْتَحَقَ بِالْجَامِعَةِ

to enter the Univer-
sity
to go in the party

اِلْتَحَقَ بِالْحِزْبِ

ب - النص الأساسي :

المقدمة

للمجتمع العربى كغيره من المجتمعات ، طبقات أو بيئات اجتماعية مختلفة ، ويمثل العرب المسلمون * الاكثرية * الغالبة فيه ، غير أن هناك عددا من الاقليات الدينية والقومية الأخرى . وتناول هذه القطعة أن تتناول بعض الاقليات وتوزيعها فى العالم العربى .

*** **

يزيد عدد سكان العالم العربى فى الوقت الحالى عن مئة مليون نسمة ، وهم موزعون فى بيئات اجتماعية أو جغرافية مختلفة ، فهناك البيئات الحضرية التى ينتشر فيها المتعلمون والعمال والموظفون والمهنيون ،

rural

والمناطق الرَّيفِيَّةُ التي يسكنها الفلاحون ، والمناطق الصحراوية التي يسكنها البدو . ولكل من هذه البيئات طبقاتها الاجتماعية ، وأوضاعها الاقتصادية والثقافية الخاصة .

profess

وإذا درسنا المجتمع العربي على أساس الأجناس المكوِّنة له، لوجدنا أن العرب يمثلون الأكثرية الغالبة فيه ، إذ أنهم يشكلون أكثر من ٩٤ ٪ من مجموع أفرادهِ . وإذا تأملنا في تكوينه الديني لرأينا أن حوالي ٩٣ ٪ من سكان العالم العربي يدينون بالدين الاسلامي . غير أن منطقة العالم العربي في حدوده الحالية قد تميزت منذ أقدم العصور باحتوائها على سكان ينتمون الى اديان مختلفة وبعض القوميات ، ومما ساعد على استمرار وجودهم ان الاسلام عالمي الطابع لا يميز بين العرب وغير العرب من اتباعه من جهة ، ويعترف بما سبقه من الأديان السماوية من جهة أخرى . وقد ظلت بعض الأقوام محتفظة بأديانها ولغاتها بعد انتشار الاسلام ، وتركت الدول الاسلامية لهذه الأقليات حرية التصرف في شؤون معيشتها وأمورها القومية أو الدينية في معظم الأحوال . ولهذا فليس من الغريب أن نجد أن عدداً غير قليل من أبناء هذه الأقليات قد أسهم في خدمة الحضارة العربية الاسلامية في القرون ^{*}الوسطى ، كما انه ليس من الغريب ان نرى اليوم في العالم العربي أقليات دينية وقومية تعيش جنباً الى جنب ، وتشارك في بناء النهضة الاجتماعية والسياسية والثقافية . وفي مقدمة الأقليات التي تتكلم بغير العربية " البربر " في شمالي أفريقيا ويقدر عددهم بحوالي ٧ ملايين ، وبعض القبائل الوثنية في جنوب السودان التي يبلغ عددها مليونين تقريباً ، و الأكراد في العراق وسورياً ويزيد عددهم عن مليون ونصف بالإضافة الى اعداد ضئيلة من الأقليات الأخرى مثل التركمان (العراق) والشركس (الأردن) ، و الأرمن (لبنان والعراق ومصر وفلسطين) .

side by side

Berbers

paganist

Kurds

Turkomans

Circassians;
Armenians

أما من الناحية الدينية فإن المسيحية تعيش دين أكبر الأقليات الدينية وأهمها في الوطن العربي ، ولها أتباعها المنتشرون في عدد من الأقطار العربية ولاسيما (لبنان) حيث تبلغ نسبة المسيحيين حوالي

(٥٠ ٪) من مجموع السكان ، ومُضَر حيث يقدر عدد المواطنين
Copts المسيحيين بحوالى (١٥ ٪) ومعظمهم من " الأقباط " والعِـمـِـراق
(٣ ٪) وتبلغ نسبتهم من مجموع السكان فى العالم العربى (٥ ٪) تقريبا .

وقد عاش المسيحيون قرونا طويلة جوار أخوانهم المسلمين فى جو
يسوده التسامح والتعاون وشهد لهم التاريخ دورا مهما فى إغناء التراث
enriching العربى فكان منهم الشعراء البارزون والمترجمون والأطباء وغيرهم . ومن
الجدير بالذكر أنهم قد أسهموا فى النهضة الحديثة عن طريق عدد
غير قليل من المفكرين والكتاب والشعراء كبطرس البستاني (١٨١٩ - ١٨٨٣)
من رواد القرن التاسع عشر ، وجورجي زيدان (١٨٦١ - ١٩١٤) مؤسس
مجلة الهلال (١٨٩٢) التى تصدر حتى اليوم فى القاهرة ، ومؤلف
عدد كبير من الأعمال الأدبية المهمة التى تتناول العرب والاسلام فى
مختلف العصور ، وجبران خليل جبران (١٨٨٣ - ١٩٣١) أحد أعلام
الأدب المهجرى ، وأوائل المجددين فى الأدب الحديث ، والكاتبة مـيـيـة
زيادة (١٨٩٥ - ١٩٤١) التى ساهمت فى النهضة الأدبية ، وحركة
تحرير المرأة ، والشاعر خليل مطران (١٨٧١ - ١٩٤٩) الملقب بـ
" شاعر القطرين " اشارة الى أصله اللبنانى واقامته فى مصر ، والذى
يعتبر أحد رواد التجديد فى الشعر العربى المعاصر ، وميخائيل نعيمة
tendency (١٨٨٩ -) الأديب المعروف بينزعتيه * الانسانية والروحانية فى أعماله
الأدبية الكثيرة ، وسلامة موسى (١٨٨٧ - ١٩٥٨) الكاتب المصـرـى
المشهور بأرائه الاشتراكية ودعوته الى الثقافة الشعبية ، وميشيل عفلق
(١٩١٠ -) المفكر السوري الذى يعدّ المسؤول عن نشؤ حزب البعث
العربى الاشتراكى .

ويضم المجتمع العربى الى جانب المسيحيين اقلية دينية صغيرة أخرى
Druzes; " كالدروز " ونجدهم بصورة خاصة فى لبنان وسوريا ، و " الصابئة " Sabians
و " اليزيديين " الذين يسكنون العراق والأقلية " اليهودية " التى عاشت Yezidis;
ولا تزال تعيش فى مناطق مختلفة من البلاد العربية كمصر والمغرب وتونس Jewish
والعراق ولبنان .

protection

isolation

purity

ولسنا نبالغ اذا قلنا بأن علاقة هذه الأقليات بالدول والمجتمعات التي تعيش في ظلّها تقوم عادة على حرية العقيدة والمساواة امام القانون* علما بأن هذه الأقليات لم تحافظ على عزّلتها التامة ونقاوة عناصرها وبلغاتها وأديانها فقد عاش أبناءها محاطين بأكثرية من العرب المسلمين وتأثروا بالثقافة العربية أو بالاسلام وجمعتهم روابط من الآمال والمشاعر المشتركة ، والتاريخ الواحد ، بالرغم من انتمائهم الى اديان وأجناس مختلفة . وما يجب ذكره أن لبعض هذه الأقليات مدارسها الخاصة يواصل أبنائها فيها دراستهم تحت اشراف هيئاتهم الدينية ، ويواصلون احيانا دراستهم بلغاتهم غير العربية كما نرى ذلك في عدد كبير من المدارس الكردية في العراق ، وبعض مدارس الأرمن ، وان كان عدد كبير منهم يلتحقون بمدارس عربية .

المصادر :

جَوَّهَر ، حَسَن مُحَمَّد وَمُحَمَّد مَرْسِي أَبُو اللَّيْل

العراق (القاهرة : ١٩٦٢)

الشاعر ، رمزي . المجتمع العربي

(القاهرة : ١٩٧٠)

عَبْدُ الْعَال ، عَبْدُ الْمُنْعِمِ سَيِّد . لهجة شمال المغرب

(القاهرة : ١٩٦٨)

عَوْدَه،عَبْدُ الْمَلِك - دراسة في المجتمع العربي

(القاهرة : ١٩٦٩)

هاشم ، إسماعيل مُحَمَّد . دراسات في المجتمع العربي

(القاهرة : ١٩٦٨)

تمرين ١ : أسئلة وأجوبة .

اجب على الأسئلة التالية :

- ١ - كم يبلغ عدد سكان العالم العربى فى الوقت الحالى ؟
- ٢ - هل يسكن العرب فى بيئة اجتماعية أو جغرافية واحدة ؟
- ٣ - ما هى البعثات الجغرافية الثلاث المختلفة فى العالم العربى ؟
- ٤ - من الذى يسكن فى المناطق الريفية ؟
- ٥ - أين ينتشر المتعلمون والعمال والموظفون ؟
- ٦ - أين يعيش البدو ؟
- ٧ - أيّ الأجناس يمثل الاكثريّة الغالبة فى العالم العربى ؟
- ٨ - كم تبلغ نسبة الذين يدينون بالدين الاسلامى فى البلاد العربية تقريبا ؟
- ٩ - ما هى العوامل التى ساعدت على استمرار وجود الأقليات الدينية فى العالم العربى ؟
- ١٠ - كيف خدمت الأقليات الدينية الحضارة العربية ؟
- ١١ - ما هى أكبر الأقليات التى تتكلم بغير العربية ؟
- ١٢ - كم يبلغ عدد أفراد القبائل الوثنية فى جنوب السودان ؟
- ١٣ - أين تسكن الأقلية التركمانية ؟
- ١٤ - أية أقلية توجد فى الأردن ؟
- ١٥ - ما هى أهمّ الأقليات الدينية فى الوطن العربى ؟
- ١٦ - كم تبلغ نسبة المسيحيين من مجموع السكان فى العالم العربى ؟
- ١٧ - أذكر أسماء بعض رواد النهضة العربية الحديثة من المسيحيين ؟
- ١٨ - من هو جرّان خليل جرّان ؟
- ١٩ - لماذا لقّب خليل مطران بـ " شاعر القطرين " ؟
- ٢٠ - من هو ميشيل عفلق ؟
- ٢١ - بماذا عرف سلامة موسى ؟
- ٢٢ - أين يعيش الدرّوز ؟
- ٢٣ - ما هى الأقليات الدينية الأخرى التى تسكن العراق ؟
- ٢٤ - على أيّ أساس تقوم علاقة الأقليات الدينية واللغوية فى الدول العربية ؟
- ٢٥ - أين يستطيع أفراد العراق دراسة اللغة الكرديّة ؟

القسم الثاني : القواعد

أ - تمارين عامة :

تمرين ٢: تحويل

حوّل الى اضافة غير حقيقية false idafa كما في المثل التالي:

The character of Islam is international. طابع الاسلام عالمي. ←

Islam is international in character. الاسلام عالمي الطابع.

- ١- وجه سعاد جميل.
- ٢- مظهر البناء الجديد قبيح.
- ٣- انتشار جريدة "النهار" واسع.
- ٤- ملاحظة استاذي دقيقة.
- ٥- منصب صديقي عال.
- ٦- تحديد معنى القومية صعب.
- ٧- نتائج المشروع عظيمة.
- ٨- حلّ هذه المشكلة سهل.
- ٩- شعرهن طويل.
- ١٠- شهرة هؤلاء الكتاب زائعة.

تمرين ٣: تحويل

A noun in the accusative is often equivalent in meaning to an adverbial phrase involving prepositions. Thus قُرْبَ البيت or بِالْقُرْبِ مِنَ البيت 'near the house'; شمال فلسطين or الى الشمال من فلسطين 'north of Palestine'; جوار المسجد or بجوار المسجد 'near the mosque'. احذف حرف (او حروف) الجرس prepositions كما في المثل التالي:

They lived in the vicinity of their brothers. عاشوا بجوار اخوانهم.

They lived near their brothers. عاشوا جوار اخوانهم.

- ١- أسّس عاصمته في وسط البلاد.
- ٢- تقع المكسيك الى الجنوب من الولايات المتحدة.
- ٣- تقع لبنان الى الشمال من فلسطين.
- ٤- أقام الخليفة عاصمته في شرق البلاد.
- ٥- يقع المغرب الى الغرب من الجزائر.
- ٦- التقيت بعدد من المستشرقين في خلال رحلتي الى اوروبا.

- ٧- زرت كنيسة القيامة في أثناء اقامتي في القدس.
- ٨- سافر بدون أن يخبر احداً .
- ٩- بالرغم من كونه غنياً جداً فهو غير سعيد في حياته الزوجية .
- ١٠- أقامت الدولة السد بالقرب من النهر .
- ١١- عملت في التدريس لمدة عشر سنوات .
- ١٢- عشت في مصر لوقت قصير .
- ١٣- بقي العرب في إسبانيا لزمان طويل .

تمرين ٤: تصريف

صرف الافعال التالية معطياً

- أ- الفعل الماضي للمخاطب المذكر الجمع
ب- الفعل المضارع للمخاطب المذكر الجمع
- | | | | | |
|----------|----------|-----------|----------|----------|
| ١- اشتغل | ٢- انتمى | ٣- أعاد | ٤- حرّر | ٥- ضمّ |
| ٦- أنشأ | ٧- ناقش | ٨- استخدم | ٩- اعتاد | ١٠- لاحظ |

تمرين ٥: تبديل

The verb أعاد alone means 'to repeat'. When followed by a verbal noun, it is best translated 'to re-(do something)'; for example أعادوا بناء المدرسة 'They rebuilt the school'.

بدّل الفعل بالمصدر مستعملاً "أعاد" كما في المثل التالي:

He built the university.

بنى الجامعة . ←

He rebuilt the university.

أعاد بناء الجامعة .

- | | |
|---------------------------------|-----------------------|
| ١- قرأ المحاضرة . | ٢- نظّم الحزب . |
| ٣- حرّر الجريدة . | ٤- علّق على الاخبار . |
| ٥- ناقشوا المشكلة . | ٦- اختار موظفيه . |
| ٧- شكّل الرئيس حكومته الجديدة . | ٨- وزّع المناصب . |

١٠- طبعت الجامعة الكتاب.

٩- انتخب الشعب الرئيس.

تمرين ٦: تحويل

حوّل وزن "فعل" FaMMa1 الى وزن تفعلّ TaFaMMa1 ثم ترجم الى الانكليزية
معنى الفعلين كما في المثل التالي:

حدّدت الحكومة موقفها من الدول defined The government its position toward foreign powers.

الاجنبية . ←

تحدد موقف الحكومة من الدول الاجنبية . The position of the government towards foreign powers was defined.

- ١- زوج خالد ابنته .
- ٢- طوّر المؤلفون أساليب الكتابة .
- ٣- غير المجتمعون برنامج عملهم .
- ٤- علّمني الانكليزية .
- ٥- يسّر صديقي سفري .
- ٦- أجّلوا موعد الاجتماع .
- ٧- عذّبته كثيرا .
- ٨- أسّسنا جمعية جديدة .
- ٩- أثّرت شعوب كثيرة في العرب .
- ١٠- جدّد اقامته في امريكا .
- ١١- قرّروا أن يجتمعوا .
- ١٢- نظّم الاسلام حياة العرب .
- ١٣- أخّر أخي مجيئه .
- ١٤- كوّن العرب حضارة جديدة .

تمرين ٧: دراسة المفردات

ل ع ب

to play

١- لَعَبَ ، لِعَبَ

يحب الاطفال أن يلعبوا معظم الوقت.

play cards

لَعِبَ الْوَرَقَ

play chess

لَعِبَ الشَّطْرَنَجَ

to play a part or role

لَعِبَ دَوْرًا

لعب صديقي دور البطل في المسرحية التي قدمتها مدرسته .

play; game; amusement; sport

٢- لِعَبَّ - أَلْعَابُ

athletics; sports

أَلْعَابُ رِيَاضِيَّةٌ

athletics, specif., track and field

أَلْعَابُ الْقُوَى

The Olympic Games

الْأَلْعَابُ الْأُولُمْبِيَّةُ

athletic coach, athletics instructor

مُدَرِّسُ الْأَلْعَابِ

athletic field

سَاحَةُ الْأَلْعَابِ

fireworks

أَلْعَابُ نَارِيَّةٌ

legerdemain, magic

أَلْعَابُ سِحْرِيَّةٌ

يهتم مدرس الألعاب بتدريب الطلاب على جميع انواع الالعاب الرياضية •

تقام الالعاب النارية أيام الاعياد والاحتفالات •

sport; toy

٣- لُعْبَةٌ - لُعْبٌ

football

(لعبة) كُرَةُ الْقَدَمِ

basketball

(لعبة) كُرَةُ السَّلَّةِ

volleyball

(لعبة) كُرَةُ الطَّائِرَةِ •

handball

(لعبة) كُرَةُ الْيَدِ

ping-pong

(لعبة) كُرَةُ الطَّاوِلَةِ

tennis

(لعبة) التَّنِيسُ

player; sportsman

٤- لَاعِبٌ - وَن

صديقي محمد أحد لاعبي كرة القدم في الجامعة •

playground; athletic field, stadium

٥- مَلْعَبٌ - مَلَاعِبُ

ان ملعب كرة القدم في جامعة مِشِغَن هو من اكبر الملاعب في الولايات

المتحدة •

تمرين ٨ و ٩ في كتاب التمارين •

B. Noun Inflection II .

ب - اعراب الاسم (تتمة)

3. Number.

Nouns are inflected for singular (one item referred to), dual (two items) or plural (three or more) number. The unmarked noun stem is singular, e.g. مطبخ 'kitchen' زوجة 'wife'. Dual is indicated by the suffix - ان - , e.g. مطبخان 'two kitchens', زوجتان 'two wives'. Plurals are either broken plurals, e.g. مطابخ 'kitchens' or sound, e.g. مستمعون 'listeners', زوجات 'wives'. Sound plurals involve suffixes - ون - for masculine plural and - ات - for feminine plural-- while broken plurals generally involve a different stem pattern. There is a great deal of predictability in the plural formation of nouns and adjectives in Arabic. For example, following are listings of words that regularly take sound plurals, and of words that regularly or predominantly take a particular broken plural pattern. Remember that these are broad generalities, and that there are many minor patterns and exceptions. Still, there is enough predictability to make it worth while to learn the following rules.

a. Words taking sound plurals.

(1) Participles:

زاهبون / زاهبات 'those going'

مدروسون 'those who have been studied'

مستعملون 'those who use'

(2) Nisbas: عراقيون ، عراقيات 'Iraqis'

(3) Nouns of profession: فلاحون ، فلاحات 'farmers'

b. Words taking the feminine sound plural - ات

(1) Verbal nouns II-X

استعمالات 'uses'

Note II: تعليمات 'teachings, instructions, directions' تعليم 'teaching'

- (2) Unit nouns: وَرَقَةٌ - وَرَقَاتٌ 'a piece of paper' - 'pieces of paper'
 (3) Instance nouns: ضَرْبَةٌ - ضَرْبَاتٌ 'blow' - 'blows'
 (4) Diminutives: جَبِيلٌ - جَبيلاتٌ 'little mountain(s)'
 (5) Names of letters of the alphabet: مِيمَاتٌ 'mīms'

(6) Recent foreign borrowings, especially those not fitting regular Arabic word shapes:

لوردٌ - لورداتٌ 'lord' - 'lords'
 تَلِفُونٌ - تَلِفُونَاتٌ 'telephone' - 'telephones'

c. Feminine nouns of the following patterns take ات - ات :

- (1) FaMaLa: حَرَكَةٌ - حَرَكَاتٌ 'movement(s)'
 (2) FaMaaLa: خَيَالَةٌ - خَيَالَاتٌ 'fantasy-fantasies'
 (3) FiMaaLa: دِرَاسَةٌ - دِرَاسَاتٌ 'study-studies'
 (4) FaMiLa (human females): أَمِيرَةٌ - أَمِيرَاتٌ 'princess(es)'
 (5) FaMMaaLa (instrument): سَيَّارَةٌ - سَيَّارَاتٌ 'car(s)'
 FaMMaaL : تَيَّارٌ - تَيَّارَاتٌ 'current(s)'

d. Words that tend to take certain broken plural patterns. Given here are the major plural patterns; again it should be understood that these are usually other patterns occurring as well, as well as many exceptions. نِظَامٌ, for example, has the plurals نِظَامَاتٌ, أَنْظُمَةٌ and نُظُمٌ. It is also necessary to distinguish between human and non-human nouns, since some patterns are not used for one or the other. The major non-human pattern is ?aFMiLa, and the major human plural pattern is FuMaLaa?.

Non-human nouns:

- (1) FaML - FuMuuL قَلْبٌ - قُلُوبٌ 'hearts'

Exception: nouns containing a radical W take the plural aFMaaL:

أَوَقَاتٌ - وَقْتُ 'time(s)' لَوْنٌ - ألْوَانٌ 'color(s)' أَنْحَاءٌ - نَحْوٌ 'direction(s)'

(2) FiML	} ?aFMaaL	دِينٌ - أَدِيَانٌ	'religion(s)'
(3) FuML		قُطْرٌ - أَقْطَارٌ	'religion(s)'
(4) FaMaaL	} ?aFMiLa	خَيَالٌ - أُخْيَلَةٌ	'imagination(s)'
(5) FuMaaL		سُؤَالٌ - أَسْؤَلَةٌ	'question(s)'
(6) FiMaaL		مِثَالٌ - أُمَثَلَةٌ	'example(s)'
(7) FaMuUL		عَمُودٌ - أَعْمَدَةٌ	'column'
(8) FiMLa → FiMaL		قِصَّةٌ - قِصَصٌ	'story-stories'
(9) FuMLa → FuMaL		دَوْلَةٌ - دُولٌ	'state(s)'
(10) FaMiiLa → FaMaa?iL		جَرِيدَةٌ - جَرَاوِدٌ	'newspaper(s)'
(11) FaaMiL	} FawaaMiL	عَامِلٌ - عَوَامِلٌ	'factor(s)'
FaaMiLa		جَاوِزَةٌ - جَوَائِزٌ	'prize(s)'

Human nouns:

(1) FaMiiL mostly FuMaLaa		رَئِيسٌ - رُؤَسَاءُ	'president(s)'
doubled root	} ?aFMiLaa	طَبِيبٌ - أَطِبَّاءُ	'doctor(s)'
weal final		ذَكِيٌّ - أَذْكِيَاءُ	'clever'
Note:		صَدِيقٌ - أَصْدِقَاءُ	
(2) FaMiiL('adjective of misfortune') - FaMLaa:		أَسِيرٌ - أُسْرَى	'prisoner'
قَتِيلٌ - قَتْلَى	'killed'	مَرِيضٌ - مَرَضَى	'sick'
جَرَحِيٌّ - جَرَحَى	'wounded'	رَبٌّ - أَرْبَابٌ	'master(s)'
(3) FaML - ?aFMaaL:		زَوْجٌ - أَزْوَاجٌ	'husband(s)'
(4) FaaMiL (occupation) - FuMMaaL		كَاتِبٌ - كُتَّابٌ	'writer(s)'
final weak FaaMin - FuMaat		قَاضٍ - قُضَاةٌ	'judge(s)'

Words containing four consonants (whether all are radicals or not) are extremely regular, taking the pattern CaGaaCiC; if the singular contains a long vowel the plural pattern is CaGaaCiiC:

CvCCvC	}	مَصْدَرٌ - مَصَادِرٌ	'source(s)'
CvCCvCa		أَكْبَرٌ - أَكْبَرُ	'greater, greatest'
		مَدْرَسَةٌ - مَدَارِسُ	'school(s)'

Human nouns of four or more consonants tend to take the plural CaCaaGiCa, e.g.

أُسْتَاذٌ - أُسْتَاذَةٌ 'professor(s)'
 بَرْبَرِيٌّ - بَرَابِرَةٌ 'Berber(s)'
 فَيْلَسُوفٌ - فِلَاسِفَةٌ 'philosopher'

Neuter plurals

Adjectives with the feminine sound plural suffix ات may be used as nouns with neuter plural meaning ('things'), for example

الطِّيبَات	'the good things' (of life)
مَعْنَوِيَّات	'immaterial (ideal) things'
مَطْبُوعَات	'printed matter, publications'
مَعْلُومَات	'information, data'
شَوَقِيَّات	'Shawgiana' (collected poems of (Ahmad) Shawgi)

Such neuter plurals have no singular forms.

Collective nouns

Arabic also has collective nouns: words singular in form but plural in meaning, referring to all members of a class. If the noun refers to humans it is plural in syntax; otherwise it is syntactically singular.

(a) Non-human collectives

Collective nouns not referring to humans are subdivided into two groups: those which have a unit noun ending in ة and those which do not. The latter are few: خَيْلٌ 'horses' and غَنَمٌ 'sheep (and goats)' are among the most common ones. These nouns refer to larger animals, are feminine singular in grammatical concord, and have no derived unit noun. Thus 'a horse' is expressed by completely different words: أَحْصِنَةٌ 'stallion' (plural حِصَانٌ) or فَرَسٌ 'horse, mare' (plural أَفْرَاسٌ).

Most collectives by far are exemplified by شَجَرٌ 'trees', which is a masculine singular noun denoting all the members of a class of objects. This kind of collective usually refers to plants, animals or materials or objects found in nature.

From this collective a unit noun may be formed by addition of the feminine suffix

ة ,e.g. from شَجَرٌ 'trees' comes شَجْرَةٌ 'a tree'. (see Lesson 3)

This is a feminine singular noun. The unit noun can be pluralized as a feminine sound plural, شَجَرَاتٌ '(individual) trees' ; most collectives also have a broken plural form as well, e.g. أَشْجَارٌ 'trees'.

Since the collective refers to all members of a class it cannot be used with numerals; in order to count objects, the sound plural or broken plural form must be used. Thus, 'five trees' in Arabic is either خَمْسُ شَجَرَاتٍ or خَمْسَةُ أَشْجَارٍ , with no apparent difference in meaning.

Sometimes differences in the two languages require different or extra words in translation, e.g.

لَحْمٌ 'meat' -	لَحْمَةٌ 'a piece of meat'
بَقَرٌ 'cattle' -	بَقَرَةٌ 'a cow' بَقَرَاتٌ 'cows'
('bull' = ثَوْرٌ , pl. ثيرانٌ)	

Some collectives, especially those from foreign languages, e.g. بطاطس , cannot have a unit noun; in this case a "counter" is used, much as in English we say 'a grain of rice' or 'three heads of lettuce'. The usual word for this in Arabic is حَبَّةٌ 'grain', as in حَبَّةٌ بطاطس 'a potato' ثلاث حَبَّاتِ بطاطس 'three potatoes'.

The human collective, e.g. عَرَبٌ 'Arabs' may take the nisba suffix to form a singular noun, e.g. عَرَبِيٌّ 'Arab' (feminine عَرَبِيَّةٌ 'Arab (girl)'). Collectives themselves may rarely take broken plurals, e.g. أَعْرَابٌ '(bedouin) Arabs'. In classical Arabic collectives may be feminine singular in grammatical gender, e.g.

قَالَتِ الْعَرَبُ 'The Arabs have said...'; in modern Arabic, however, they are most generally construed as masculine plural on the basis of meaning:

العرب يقولون 'The Arabs say...'. Other human collectives are:

الأمريكان 'The Americans'	البدو 'The Bedouins'
الانكليز 'The English'	الحضر 'The town-dwellers'
اليونان 'The Greeks'	

تمرین ۱۰: تحویل

اعط الجمع

خط	۷- حديقة	۱۳- أسير	۱۹- جارية
۲- خاتم	۸- راتب	۱۴- مشروع	۲۰- نوع
۳- روح	۹- مهنة	۱۵- مبدأ	۲۱- سؤال
۴- دين	۱۰- وسيلة	۱۶- أستاذ	۲۲- جامع
۵- رابعة	۱۱- عزيز	۱۷- قاعدة	۲۳- حق
۶- قصة	۱۲- جائزة	۱۸- خطأ	۲۴- كاتب

4. Gender. Nouns are not inflected for gender, but every noun has gender inherent in it. Nouns with animate referents take the gender of the sex of the referent; thus, أب 'father' is masculine and أم 'mother' is feminine; note that خليفة 'caliph' is masculine in spite of the feminine suffix. Other nouns have grammatical gender, with feminine nouns being marked by any of three feminine suffixes:

- | | | | |
|-----|------|--------------------|------------------|
| (1) | ة : | صحيفة 'newspaper' | حياة 'life' |
| (2) | اء : | عذراء 'virgin' | صحراء 'desert' |
| (3) | ى : | ذكرى 'remembrance' | شكوى 'complaint' |

دُنْيَا 'world'. as in ل , is spelled ي after ي

Certain nouns, like سوق 'market' and أرض 'land', are feminine even though they have no feminine marker. These must be learned individually, although it is true that most names of the parts of the body that come in pairs are feminine, e.g. عين 'eye', يد 'hand' and أذن 'ear'. Also, there are a few nouns with masculine referents containing the suffix ة which is said to have here intensive meaning, e.g. علامة 'great scholar', رحالة 'great traveler, globe trotter', نابغة 'genius'.

القسم الثالث : الاصغاء والفهم

استمع الى القطعة المسجلة على الشريط واعمل بما جاء في تمرين ١١ الخاص بها في كتاب التمارين .

القسم الرابع : المراجعة

تمرين ١٢ - ١٤ في كتاب التمارين

القسم الخامس : المطالعة الموسعة

الأكــــراد

الاصل التاريخي للاكراد غير واضح تتعدد فيه آراء الباحثين . فبعضهم يقول انهم ينتمون الى الجنس الطوراني والبعض الاخر يقول انهم ينتمون الى الجنس الآري . ولكنهم قد استقروا منذ زمن بعيد في جبال كُردِستان التي تمتد في العراق وتركيا وايران مُنْعَزِلِينَ عن العالم الخارجي . وبذلك isolated حافظوا على لغتهم وعلى كثير من عاداتهم وتقاليدهم . ويبلغ عددهم اكثر من ستة ملايين . يعيش منهم حاليا في العراق ما يزيد عن مليون ونصف وفي كل من تركيا وايران حوالي مليونين والباقي في سوريا والاتحاد السوفيتي .

الاكرد مسلمون الا القليل منهم وحياتهم تقوم على اساس

قبلي . ومع ان كثيرا من الاكرد يعيشون متنقلين الا ان عددا

settled;
plains

غير قليل منهم اِسْتَقَرَّ في السُّهول الزراعية وأنشأ قرى ذات

مساكن من الحجر . وقد أخذت القبائل الكردية تتحول

resemble

شيءاً فشيئاً الي قبائل مستقرة وهم يُشَبِّهون القبائل العربية

في صفات الشجاعة والكرم .

وقد انتقل كثير من الاكرد الى المدن الكبيرة مثل بغداد

والموصل والبصرة ، ويمكن تمييزهم بما لهم من ملابس متعددة

الألوان . ويشغل كثير منهم اليوم بالتجارة ، كما انضم عدد

كبير منهم الى الجيش العراقي ، ويشغل بعضهم بالصناعة ،

copper;
weapons

كصناعة النحاس والأسلحة وبعض الصناعات اليدوية .

يؤمن الاكرد بفكرة وحدة الشعب الكردي ووحدة الأرض

الكردية المقسمة بين الدول المتجاورة في المنطقة . ومن أشهر

شخصياتهم التاريخية صلاح الدين الأيوبي . ولم يخضع الاكرد

للدولة التركية بسهولة فقد قاوموا حكمها منذ أوائل القرن

resisted

التاسع عشر حتى تمت السيطرة التركية على بلادهم آخر الأمر .

ومنذ أوائل القرن العشرين كونوا منظمات سياسية يرأسها

المتعلمون منهم بالتعاون مع شيوخ القبائل للمطالبة بـ

كردية . ومنذ ١٩٣٠ تَوَالَّت الثورات الكردية وتم توحيد جميع

followed
in succession

المنظمات والقوى الكردية في جمعية سياسية واحدة ، واستمرت

الثورات حتى عام ١٩٣٥ في المناطق الكردية الخاضعة لتركيا

وايران . وفي أثناء الحرب العالمية الثانية حدثت ثورة كردية

في ايران عام ١٩٤٣ وقامت جمهورية كردية في مهاباد بزعامة

under
the
leadership

جَعْفَرُ بِشَوَارِي . وفي عام ١٩٤٦ قضت القوات الايرانية على هذه الجمهورية وهَرَبَ زعيم الثورة الى الاتحاد السوفيتي ، وكان معه المُلّا مُصطَفَى البَرْزَانِي الذي عاد للعراق بعد الثورة العراقية عام ١٩٥٨ .

وابتداء من عام ١٩٥٩ بدأت القبائل الكردية الخاضعة للزعيم مصطفى البرزاني في التجمع والاستعداد في شمال العراق ، وقامت تطالب بالحكم الذاتي مع مطالب خاصة بالوظائف الادارية الحكومية ، والقضاء ، وتمثيل الاكراد في مجلس نيابي واستعمال اللغة الكردية في مختلف مراحل الدراسة . وقد توصلت الحكومة العراقية الى اتفاق مع الاكراد يتمشى مع مطالبهم بصورة عامة . ومما يجب ذكره في هذه المناسبة ان الاكراد قد ساهموا في انشاء دولة العراق الحديثة (١٩٢١) وشاركوا في الوزارات العراقية كوزراء ، وتولوا مناصب قيادة الجيش العراقي ، وان الدستور الصادر بعد ثورة ١٩٥٨ اعترف بوجود قوميتين في العراق ، القومية العربية والقومية الكردية . وقد اعترفت الحكومة العراقية كذلك بالحقوق القومية على أساس اللامركزية . ومن الجدير بالذكر ان هناك جامعة خاصة بالاكرد هي جامعة السليمانية مركزها مدينة السليمانية الواقعة في الشمال الشرقي من العراق .

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تمرين ١٥ في كتاب التمارين

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MODERN STANDARD ARABIC
Intermediate Level

Part II.
Lessons 14 - 30

by

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العربية المعاصرة

المرحلة المتوسطة

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درس ١٤-٣٠

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صالح الطعمة
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ارنست مكارئوس

ومساعدة

جورج سعد نجيب صليبا علي القاسمي

دائرة دراسات الشرق الادنى

آن آربر، ميشغان
١٩٧١
سنة

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القسم الأول : من العادات والأعياد في البلاد العربية

أ - الجمل التمهيدية

1 - عِيدٌ - أَعْيَادٌ holiday

لجميع شعوب العالم أعياد دينية ووطنية .

عِيدُ الْأَضْحَى The Feast of Sacrifice,
or Greater Bairam

عِيدُ الْفِطْرِ Feast of Breaking the
Ramadan Fast, or Lesser Bairam;

عِيدُ الْمِيلَادِ Christmas

عِيدُ الْقِيَامَةِ Easter

2 - نَهَارٌ - أَثَرٌ day

يعمل بعض عمال المصانع نهارا فقط ، ويعمل بعضهم ليلا .

نَهَارًا وَلَيْلًا ، لَيْلٌ نَهَارٌ day and night

3 - حَقْلٌ - حُقُولٌ field

في سورية حقول زراعية واسعة .

حُقُولُ الْبَتْرُولِ ، حُقُولُ الزَّيْتِ ، حُقُولُ النَّفْطِ oil fields

حَقْلُ التَّخْصُّصِ field of specialization

4 - دَائِرَةٌ - دَوَائِرُ department, office

لا تعمل الدوائر الحكومية في لبنان أيام الأعياد .

الدَّوَائِرُ الْحُكُومِيَّةُ governmental circles

دَائِرَةُ لُغَاتِ الشَّرْقِ الْأَوْسَطِ Dept. of Near East Languages

5 - إِسْتِرَاحَةٌ - إِسْتِرَاحَةٌ to rest, relax

يعمل الناس نهارا ويستريحون ليلا .

تَفَضَّلْ إِسْتَرِحْ please sit down

إِسْتِرَاحَةٌ a break

6 - غَدَاءٌ - أَقْدِيَّةٌ noon meal

يتناول الأمريكيون طعام الغداء حوالي الساعة الثانية عشر ظهرا .

7 meal

(lunch or dinner)

وجبة الغداء هي الوجبة الرئيسية في الشرق الأوسط .

8 food

تختلف أنواع الطعام من بلد الى آخر .

(مطعم)

meal

9 to exchange

تتعاون الدول مع بعضها البعض عن طريق تبادل المعلومات

في مختلف الحقول .

تبادل الآراء

exchange of views

10 club

تقدم الأندية في معظم البلدان بعض البرامج الاجتماعية الهامة

دار النادي

clubhouse

نادي الشباب

youth club

11 amusement, entertainment

تقوم النوادي في معظم الأحيان بتقديم بعض برامج التسلية .

12 tea

يشرب الأمريكيون عادة القهوة صباحا ، أما بعض دول أوربا

وآسيا فيشرب سكانها الشاي .

13 to smoke

يقول بعض الباحثين أن التدخين يسبب بعض الأمراض .

ممنوع التدخين

smoking forbidden

14 to be crowded (with)

تزدحم الجوامع بالمصلين ظهر يوم الجمعة .

15 holiday, vacation

يعتبر يوم الجمعة يوم عطلة عند معظم الدول الإسلامية .

عطلة رسمية

official holiday

16 week

تبدأ عطلة نهاية الأسبوع في الولايات المتحدة نهار الجمعة

بعد الساعة الخامسة .

١٧ - اِحْتَلَّ - اِحْتِلَالٌ to occupy

يحتل الوالد المكان الرئيسي في العائلة لدى معظم شعوب

الشرق الأوسط .

اِحْتِلَالٌ عَسْكَرِيٌّ

اِحْتَلَّ الْمَكَانَ الْأَوَّلَ

حَلَّ مَحَلَّ

military occupa-
tion
to occupy the
foremost place
to replace

١٨ - تَرَابُطٌ ، تَرَابُطٌ

ترابط أفراد العائلة عامل مهم في تكوين أي مجتمع .

(رَبط ، رابطة)

١٩ - وَثِيقٌ - يَثِيقُ ، ثِقَةٌ ، وَثَاقَةٌ : وَثِيقٌ - وَثَاقٌ

to interrelate,
interact

تمتاز الأسرة الشرقية بالترابط الوثيق الموجود بين

أفرادها .

عَلَاقَاتٌ وَثِيقَةٌ

firm ties

يُوثِقُ بِهِ ، مُوْثِقٌ بِهِ

trustworthy

مِثَاقُ هَيْئَةِ الْأُمَمِ الْمُتَّحِدَةِ

the Charter of the
United Nations

٢٠ - شَاعَ - شَيْعُ

to spread, become
known

تشيع أخبار كسرة لا أساس لها .

إِشَاعَةٌ

rumor

شَائِعَةٌ

rumor

رِیَاضَةٌ

٢١ - sports

تحتل الرياضة مكانة كبيرة في حياة الشعب الأمريكي .

نَادِي رِیَاضِي

sports club

الْأَلْعَابُ الرِّیَاضِيَّةُ

sports

٢٢ - فَصْلٌ - فُصُولٌ

season (of the
year)

في السنة أربعة فصول .

فُصُولُ السَّنَةِ

seasons of the year

٢٣ - صَيْفٌ - أَصْفَافٌ

summer

يمتاز فصل الصيف بأنه حار .

عَظْلَةٌ صُفْيَا

summer vacation

صُفْيَا

in the summer

سِنٌ

٢٤ - (fem.) age

كان الرئيس " كندی " أصغر رؤساء الولايات المتحدة سناً .

كَبُرَ السِّنُّ

old

صَغُرَ السِّنُّ

young

تَقَدَّمَتْ بِهِ السِّنُّ

to grow older

فَرِحَ - فَرِحَ : فَرِحَ ، فَرِحَانٌ - فَرِحُونَ

٢٥ - to be happy

يفرح الأولاد كثيراً أيام الأعياد .

فَقُرُّ - ، فَقُرُّ : فَقِيرٌ - فَقَرَاءُ

٢٦ - to be poor

في كثير من المجتمعات توجد جمعيات خاصة لمساعدة الفقراء .

عُمُرٌ - أَعْمَارٌ

٢٧ - age

تحدد بعض قوانين الانتخاب عمر المرشح لرئاسة الجمهورية .

كَمْ عُمُرُكَ ؟

How old are you?

مَوْسِمٌ - مَوَاسِمٌ

٢٨ - Season (for an activity)

موسم الحج من المواسم الدينية المهمة عند المسلمين .

المواسم والأعياد

the feasts
and holidays;
season of the
pilgrimage;
cotton season;

مَوْسِمُ الْحَجِّ

مَوْسِمُ الْقُطْنِ

مَوْسِمُ الإِصْطِيفَاءِ

summer season (= time
for spending the summer)

هَنَأُ (عَلَى) ، تَهْنِئَةُ

٢٩ - to congratulate
(s.o) (on)

يهنئ المسيحيون والمسلمون في البلاد العربية بعضهم بعضاً

أيام الأعياد .

الرَّيِّعُ

٣٠ - spring

يحتفل الأكراد بعيدهم القومي في فصل الربيع .

الخَرِيفُ

fall, autumn

الشَّتَاءُ

winter

في السنة أربعة فصول : الشتاء ، والربيع ، الصيف ، الخريف

ب - النص الأساسي

المقدمة :

للعرب كغيرهم من الأقوام تقاليد وأعياد تتصل بحياتهم الاجتماعية والدينية والسياسية . وتحاول هذه القطعة أن تعطينا فكرة عامة عن بعض التقاليد والأعياد البارزة .

*** **

early

للمجتمع العربي كغيره من المجتمعات عادات وتقاليد تتصل بحياة الناس الاجتماعية وأعيادهم . فيبدأ المواطن عادة عمله اليومي في ساعة مبكرة من النهار ، سواء كان في المصنع أو الحقل ، أو المحلات التجارية أو الدوائر الحكومية والشركات ، ويستمر في عمله ست ساعات ان كان من الموظفين الحكوميين ، وقد يستمر حتى الساعة الخامسة مساءً في الأعمال الأخرى . ومن المعتاد ان يستريح الناس في بيوتهم بعد انتهائهم من أعمالهم حوالي الساعة الثانية أو الثالثة بعد الظهر ، وتتناول طعام الغداء الذي يكون وجبة الطعام الرئيسية في العالم العربي .

pleasant
evening
conver-
sation

وفي المساء تبدأ مرحلة أخرى من حياتهم الاجتماعية هي مرحلة السمر وتبادل الزيارات . فأغلبية الرجال يقضون أوقاتهم في المقاهي أو النوادي التي ينتمون اليها ، وقد تكون في صحتهم عائلاتهم ، سواء كان ذلك عند الذهاب الى النوادي أو السينما أو الحدائق والملاهي . وما هو جدير بالذكر أن المقاهي تلعب دوراً مهماً في حياة العرب الاجتماعية فهي ملتقى للاصدقاء ، يتبادلون فيها الحديث حول شؤون مختلفة

backgammon;
chess

أو يقرأون الصحف اليومية ، ويلعبون الطاولة والشطرنج وغيرها من وسائل التسلية ، كما أنهم يستمعون الى الراديو ، أو يشاهدون برامج

refresh-
ments

water pipe

التلفزيون . وهناك يشربون الشاي ، والقهوة العربية ، وأنواع المُطَبَّات وقد يدخل بعضهم النارجيلة ، أو يتناول وجبة من الطعام . ومن الملاحظ أن المقاهي والملاهي وغيرها من المحلات العامة تصبح مزدحمة بالناس خلال عطلة الأسبوع التي تقع في يوم الجمعة في أكثر الاقطار

العربية . أما الزيارات فمعظمها عائلي وتحتل مكانة هامة في حياة الأسرة وبناء المجتمع العربي ، بسبب الترابط الوثيق بين أفراد العائلة الواحدة والأقرباء. ومن العادات الشائعة في هذه المناسبات ان أهل البيت يقدمون أنواعا من الأكل والحلويات أو المرطبات والشاي والقهوة وغيرها . وقد تتم هذه الزيارات من غير ميعاد سابق .

games

ويهتم كثير من المواطنين بآبناء الرياضة ، سواء كانت محلية أو عالمية فهم يتابعون البَاريات الرياضية ، سواء بالذهاب الى الملاعب أم يشاهدنها على التلفزيون ، أو بقراءة التفاصيل عنها في الصحف والمجلات . ومن أهم الألعاب الرياضية كُرَةُ الْقَدَم وكُرَةُ السَّلَّة والسَّباحة .

soccer;
basketball;
swimming

ويعتبر فصل الصيف فضلا سياحيا للكثير من العائلات ، بمناسبة عطلة المدارس الصيفية الطويلة التي تنقطع فيها الدراسة انقطاعا تاما ، فيزورون بعض المدن أو المواقع التاريخية في بلادهم ، أو في الأقطار العربية القريبة لاسيما المناطق الجبلية ، أو الواقعة على البحار .

ومن العادات الاجتماعية المعروفة ، وخاصة بين سكان القرى ، اقبال الناس على الزواج في سن مبكرة . وهناك عبارات شائعة تقولها الأمهات لابنائهن ، في التشجيع على الزواج مثل " نفسي أفرح بك وأشوف أولادك¹ " أو يقولها الزائر عندما يقوم شاب أو فتاة بتقديم القهوة له ، كمباراة " أنسرها يوم فرحك² " . ويقوم الآباء والأمهات بدورهم في اختيار الزوج أو الزوجة لأولادهم ، ولكن لرأي الشاب أو

equality
of status

الفتاة أهميته في موضوع زواجهما ، ويعتبر التكافؤ الاجتماعي بـمن أسرتي الزوج والزوجة أمرا مهما ، غير أن الحالة الاقتصادية ليست كل شيء في التكافؤ ، فقد يرفض فقير أن يزوج أبنته من غني لاسباب تتصل بأخلاقه أو المكانة الاجتماعية أو العمر وغيرها . وتتبع

steps

dowery;
engagement

خطوات تمهيدية لتبادل الزيارات بين أسرتي الشاب والفتاة للأنفاق على المهر وتحديد موعد تقديم خاتم الخطوبة وكتابة عقد الزواج ، الى

1. A colloquial phrase meaning, "My desire is to see your children".
2. A colloquial phrase meaning, " I hope to drink coffee at your wedding".

غير ذلك من الأمور الخاصة بموضوع الزواج . ومن الجدير بالذكر أن الزواج بين الأقرباء وخاصة بين أبناء العم وبنات العم شائع سواء كان ذلك بين المسلمين أم المسيحيين ، وأن كانت فكرة الزواج من غير الأقرباء قد بدأت تنتشر بين سكان المدن .

Feast of breaking the Ramadan fast, Lesser Bairam يحتفل العرب بأعياد ومواسم دينية وغير دينية كعيد الفطر الذي يبدأ بآنتهاء شهر رمضان . ولهذا العيد الذي يسمى بـ " العيد الصغير " مكانة خاصة في قلوب المسلمين إذ فيه يفرحون لأنهم قاموا بتأدية فريضة الصوم ، أحد أركان الاسلام الخمسة ، وعيد الأضحى

Feast of the Greater Bairam ويسمى العيد الكبير الذي يحتفل به المسلمون أيام الحج الى مكة والحج - كما تعلم - ركن آخر من أركان الاسلام . ويحتفل المسلمون كذلك بذكرى مولد النبي محمد ، فيجتمعون في المساجد

sing songs of praise Christmas ويشيدون المَدَائِح النبوية ، ويستمعون الى قصة حياة النبي . ويحتفل المواطنون المسيحيون بأعيادهم الدينية كعيد الميلاد ، وعيد

Easter; the Cross; the Virgin القيامة ، وعيد الصليب ، وعيد العذراء مريم وغيرها من الأعياد .

ومناسبة هذه الأعياد يشتري الناس الملابس الجديدة ويعدون الحلويات والكُفك ، ويستقبلون الأقارب والاصدقاء ويرسلون التهاني التي تحمل عبارات مثل " كل عام وأنتم بخير " أو " عيد سعيد وعمر مديد " وأطيب التمنيات بالعيد السعيد " . كما توزع اللحوم على الفقراء بمناسبة عيد الأضحى .

وهناك أعياد غير دينية كثيرة ، سواء كانت أعياد وطنية ، كعيد الاستقلال ، أم أعياد خاصة ببعض المواسم ... كعيد الربيع (نوروز)

Egyptian popular holiday الذي يحتفل به الاكراد خاصة ، وشَمَّ النَّسِيم الذي يحتفل به المصريون في أوائل الربيع وفي اعتقاد العامة منهم أنه بداية الصيف ، ولهم

colored; salted fish عادات تتصل به ، منها أكل البيض المُكُون والأسماك المُملحة وخروج الناس الى الحقول والحدائق العامة .

تمرين ١ : أسئلة وأجوبة

أجب على الأسئلة التالية :

- ١ - ما هو موضوع القطعة ؟
- ٢ - متى يبدأ العمال والفلاحون عملهم اليومي في العالم العربي ؟
- ٣ - كم ساعة يشتغل الموظف العربي عادة ؟
- ٤ - وكم ساعة يعمل العامل عادة ؟
- ٥ - ما هي وجبة الطعام الرئيسية عند العرب ؟
- ٦ - متى يتبادل الناس الزيارات ؟
- ٧ - لماذا يعتبر الكاتب المقاهي مهمة في الحياة الاجتماعية ؟
- ٨ - متى تزدهم المقاهي والملاهي ؟
- ٩ - في أي يوم تقع عطلة نهاية الأسبوع في العالم العربي ؟
- ١٠ - ما هو طابع الزيارات في العالم العربي ؟ وكيف تفسر ذلك ؟
- ١١ - كيف يتابع المواطن العربي الأنباء الرياضية ؟
- ١٢ - أي فصول السنة يعتبر فضلا سياحيا في البلاد العربية ؟ ولماذا ؟
- ١٣ - أين يقضي الناس عطلاتهم الصيفية ؟
- ١٤ - ماذا تعني الأم عندما تقول لأبنها " نفسي أفرح بك وأشوف أولادك " ؟
- ١٥ - ما هي الخطوات المتبعة قبل الزواج ؟
- ١٦ - هل الزواج بين الأقرباء شائع عند العرب ؟
- ١٧ - ما هما أهم عيدين دينيين بالنسبة للمسلمين ؟
- ١٨ - متى يحتفل المسلمون بعيد الفطر ؟
- ١٩ - متى يقع عيد الأضحى ؟
- ٢٠ - كيف يحتفل المسلمون بالمولد النبوي ؟
- ٢١ - ما هي أهم الأعياد الدينية عند المسيحيين ؟
- ٢٢ - ماذا يفعل الناس عادة بمناسبة الأعياد ؟
- ٢٣ - أذكر بعض العبارات التي تستعمل عادة في بطاقات التهاني ؟
- ٢٤ - أعط أمثلة للأعياد غير الدينية ؟
- ٢٥ - من الذي يحتفل بعيد الربيع ؟

تمرين ٢ : ترجمة وتبديل

The idea of intermarriage of relatives among the Arabs is/not new. فكرة الزواج بين الأقرباء عند العرب ليست جديدة .

- | | |
|--|---|
| 1. economic cooperation between the Arab States | 6. the improvement of Arabic script |
| 2. the construction of dams for irrigation | 7. encouraging superior students |
| 3. the celebration of feasts | 8. the improvement of economic conditions |
| 4. the solution of differences by peaceful means | 9. better distribution of wealth |
| 5. the use of television in education | 10. the intermarriage of relatives |

القسم الثاني: القواعد

A. Special adjectival clauses

أ - جمل وصفية خاصة

An adjectival clause in which the subject has a pronoun suffix referring to the antecedent, or in which there is a passive verb, is equivalent in meaning to a construction beginning with a participle or an adjective:

في الجريدة التي يُنتظرُ صدورها 'in the newspaper whose publication is expected soon.'
تقريبا .

في الجريدة المنتظر صدورها قريبا . (Same as above).

The rules for transforming the first kind of construction to the second are as follows:

(1) If there is a verb in the adjectival clause (normally in first position), it becomes a participle of the same voice (active or passive) as the verb, staying in the same position: يُنْتَظَرُ صدورها becomes مُنْتَظَرُ صدورها . This participle agrees in gender and number with the following noun, its subject.

(2) If there is a relative (الذي ، التي ، etc.), this becomes the article الـ , prefixed to the participle: الْمُنْتَظَرُ صدورها .

(3) The participle agrees in case with the antecedent of the adjectival clause:

في الجريدة المنتظر صدورها 'in the newspaper whose publication is expected soon.'

(4) If the adjectival clause contains a predicate adjective, the positions of the subject and the adjective are reversed, and the adjective then follows the rules described above for the participle:

في الجريدة التي محررها شهير. 'in the newspaper whose editor is famous'

في الجريدة الشهير محررها. 'in the newspaper whose editor is famous'

Note that the English translation is usually the same for both constructions.

تمرين ٣ و ٤ في كتاب التمارين .

B.

ب - استعمال الحروف : من

1. The preposition من has various important areas of meaning.

a. "from (a location)" من هنا 'from here'

b. "among" "one of"

من منكم بلا خطأ 'who among you is mistaken'

هذا من أشهر الكتاب 'he is one of the most famous of writers'

c. "of" من المفهوم أن 'one of the things that is understood is that....'

سنة من السنين 'a year, a certain year'

d. "some of", partitive

أكلت منه 'I ate some of it'

قطعة من الحرير 'a piece of silk'

e. "than (comparative)"

هو أكبر مني 'he is older than I am.'

f. "with respect to", "by way of"

ما اشتراه من الكتب 'what he bought, by way of books'

2. It is used in verb-preposition idioms such as

تَعَجَّبَ مِنْ 'he wondered about.'

3. It is used in certain idiomatic expressions:

'the same hour' من ساعته

'without' من غير

4. It is sometimes redundant

'nobody' ما من أحد

C.

ج - تمارين عامة :

تمرين ٥ : تحويل وترجمة

حوّل الجمل التالية كما في المثل التالي ، ملاحظا العلاقة في المعنى بين

وزن "فاعِل" FaaMaLa و"تفاعِل" TaFaaMaLa ، ثم ترجم الجملة الثانية

بعد التحويل :

قابل المدير بعد أن انتظره حوالى
He met the director after waiting
three hours for him.

ثلاث ساعات . ←

تقابل مع المدير بعد أن انتظره
He met the director

حوالى ثلاث ساعات .

١- صالح النبي اعداءه بعد حروب كثيرة وقعت بينه وبينهم .

٢- حاسب الرئيس موظفيه أمس .

٣- واجه الطالب صديقته أمام المتحف .

٤- شاركت روسيا مصر في بناء السد العالي .

٥- عاون الاستاذ طلابه في حل المشكلة .

٦- صادق جورج خالد عند زيارته لبنان .

تمرين ٦ : دراسة المفردات

أ - ف ك ر

to think

١- فَكَرَ ، تَفَكَّرَ

لقد فكّر في المشكلة لوقت طويل قبل أن يقترح الحل .

thinking; thought

٢- فِكْرٌ - أَفْكَارٌ

يعتبر طه حسين من رجال الفكر في العالم العربي.

idea; thought

٣- فِكْرَةٌ - فِكْرٌ

father to the thought, originator

صاحب الفكرة

هذه فكرة رائعة ، أنا أوافق عليها .

thinking, reflection

٤- تَفْكيرٌ

هل تحتاج الاجابة على هذا السؤال الى تفكير طويل .

thinker

٥- مُفَكِّرٌ - وَن

ميشيل عفلق مفكر سوري أسهم في تأسيس حزب البعث .

ب - غ ر ب

to go away, to depart

١- غَرَبٌ - ، غُرْبٌ

وصاح فيه قاعلاً: أُغْرِبْ عن وجهي ، لا أريد أن أراك مرة أخرى .

to set (sun etc.)

٢- غُرْبٌ - غُرُوبٌ

غروب الشمس

ما أجمل غروب الشمس !

to go away; to go westward

٣- غَرَبٌ

to go around the world

غَرَبَ وَشَرَقَ

هاجر من وطنه عندما كان شاباً وغرّب وشرّق ولكنه عاد اليه أخيراً .

to go to a foreign country; (far) away from one's home

٤- تَغَرَّبَ ، تَغَرُّبٌ

تغرب عن وطنه في سبيل الدراسة .

to find (s. th.) strange, odd, unusual

٥- اسْتَغْرَبَ ، اسْتِغْرَابٌ

لا استغرب ذلك فقد سمعت عنه من قبل .

place or time of sunset

٦- مَغْرَبٌ - مَغَارِبُ

sunset

مغرب الشمس

مغرب

the entire world

مشرق الارض ومغاربها

يصلّي المسلمون صلاة المغرب عند مغرب الشمس.

انتشرت المسيحية في مشرق الارض ومغاربها .

Morocco; northwest Africa

٧- المَغْرِب

مَغْرِبِيٌّ - مَغَارِبَةٌ

ذهب بعض الطلبة الامريكيين الى المغرب لدراسة اللغة العربية والتحدث

مع المغاربة بلهجتهم .

west

٨- غَرْبٌ

the West

الغرب

westward, toward the west

غرباً

westerly; Westerner

غَرْبِيٌّ

قال "كِبْلَنُكَ" : الشرق شرق والغرب غرب ولن يلتقيا .

absence from the homeland; separation from one's native country

٩- غَرْبَةٌ

قالت سَلْوَى لِهَرِيش: انني أشعر بالغربة بمجرد بعدي عن بيتي ووطني.

strange; foreign

١٠- غَرِيبٌ - غُرْبَاءُ

يُلَقَّبُ الحَسَنُ بنَ عَلِيٍّ بـ (غَرِيبِ كَرْبَلَاءَ) لانه كان يسكن في "المدينة" وقتل

في كربلاء (العراق) بعيداً عن أهله .

strange, odd, queer

عاش المسيحيون مع المسلمين في الوطن العربي قروناً يجمعهم شعور

واحد ومصير واحد ، ولهذا فليس غريباً (من الغريب) أن يسهم المسيحيون

في بناء النهضة العربية الحديثة .

strangeness, oddness

١١- غَرَابَة~

لا غرابة في الامر، فقد اشتغل كثيرا وجمع الاموال •

تمرين ٧ في كتاب التمارين •

D. The Tenses of the Verb.

د - زمن الفعل:

The verb performs a significant set of functions in the Arabic sentence, and a full understanding of the verb can go a long way in enhancing one's comprehension and appreciation of Arabic. Not only does the verb denote an action or state, for example, but it also helps identify the actor, it indicates whether the actor performed the act or underwent it, whether the action has been completed or is in progress or is yet to be begun, and so forth. This discussion will deal with the two tenses of the Arabic verb--their meanings and uses.

The Perfect Tense.

The perfect tense is basically narrative in function; it denotes a completed event, or series of events in a narrative. It answers the question, "What took place?"

ما ذا فعلتم أمس مساءً ؟ 'What did you do yesterday?'

شاهدت فيلما مصرية . 'We saw an Egyptian movie.'

أنتج أول فيلم عربي قبل خمسين سنة تقريبا . 'The first Arabic film was produced about 50 years ago.'

It is important to note that the perfect tense implies a change of some sort. Thus كَبُرَ cannot mean "he was big", but only "he became big" or "he grew up", and مَرَضَتْ must mean "she got sick, she fell ill" (as opposed to 'she was sick').

Verbs like كبر and مرض are called qualitative verbs--verbs denoting qualities or characteristics rather than activities. They include verbs of the pattern FaMuLa--yaFMuLu, which denote permanent traits, and those verbs of the FaMiLa--yaFMaLu pattern which denote traits or qualities (usually of a temporary nature). They also lack participles of the form FaaMiL, but have instead adjectives usually of the patterns FaMiL, or FvMLaan, as well as FaML and FaMaL. Illustrations:

كَبُرَ - يَكْبُرُ : كَبِيرٌ 'to become or be big; grow up': 'big, old'

كَسَلَ - يَكْسُلُ : كَسَلٌ / كَسْلَان	'to become lazy': 'lazy'
صَعَبَ - يَصْعَبُ : صَعَبٌ	'to become/be hard': 'hard, difficult'
حَسَنَ - يَحْسُنُ : حَسَنٌ	'to become good, be well': 'good'
مَرَضَ - يَمْرُضُ : مَرِيضٌ	'to become sick': 'sick'
غَضِبَ - يَغْضَبُ : غَاظٌ / غَضِبٌ / غَضَبَان	'to become angry': 'angry'

It should be pointed out here that the jussive mood is equivalent to the perfect tense in the following cases: (a) after **لَمْ**, as the negative of the perfect tense; it is more common than **لَا** plus the perfect.

لَمْ يَكُنْ 'he was not'.

(b) in conditional sentences beginning with **إِنْ** 'if':

إِنْ تَذْهَبْ أَذْهَبُ 'If you go I'll go.' **لَمْ** plus jussive

is the regular negative after conditional particles, since **إِذَا لَا** is not negative but conditional 'if ever':

إِذَا لَمْ تَرَهَا 'if you don't see her'

إِذَا مَا تَرَاهَا 'when (ever) you see her.'

The perfect tense has several uses:

1. narration of completed events.

While the English past tense also denotes completed events (see English translations above), English and Arabic differ in three ways: (a) The Arabic perfect tense corresponds to both the English past tense and the English present perfect:


رَأَيْتُهُ $\left\{ \begin{array}{l} \text{'I saw him'} \\ \text{'I have seen him.'} \end{array} \right.$

The proper translation will depend on the context, e.g. **كَمْ سَنَةً دَرَسْتَ الْعَرَبِيَّةَ؟** is translated by "How many years did you study Arabic?" if the person addressed is no longer studying Arabic, or by "How many years have you studied Arabic?" if she still is.

(b) Arabic tends to depict events, e.g. **فَهِمْتُ** 'I (have) understood', in situa-

tions where English presents the result, e.g., "I understand." Likewise, Arabic may say وَصَلَ 'he (has) arrived' when English says "He's here (now)."

(c) While the Arabic perfect tense denotes only completed events, the English past tense denotes either completed events or past habitual actions:

I saw her  رَأَيْتُهَا (I saw her once)
كُنْتُ أَرَاهَا (I saw her always)

English "I saw her" as past tense = Arabic perfect رَأَيْتُهَا. English "I knew that", on the other hand, is not an event but a state or condition and is not equal to Arabic perfect عَرَفْتُ ذَلِكَ. The latter means "I came to know that," "I found out, learned, became aware of that." In translating an Arabic perfect tense verb used in narrating events, be sure to indicate in your translation a change or transformation if the verb is a qualitative or other non-action type.

(The one exception is كَانَ, whose primary function is merely to denote past time.)

2. optative = wishes, blessings, curses, etc.

طَابَ يَوْمُكَ 'may your day be nice!' (greeting)
سَلَّمَكَ اللَّهُ 'may God protect you!'

In its optative meaning the perfect tense is negated by لَا :

لَا سَمَحَ اللَّهُ 'May God not permit it' =
 'Heaven forbid!'

3. proclamatory: The performing of an act by the mere saying of it, as in promises, contracts, bets, proclamations, etc.

وَعَدْتُكَ بِذَلِكَ 'I promise you.'
هَلْ قَبِلْتَ هَذَا الْعَقْدَ؟ 'Do you accept this contract?'
قَبِلْتُ. 'I do.'

4. In addition, the perfect is found in certain specialized contexts, as:

(a) The perfect regularly occurs after the conditional particles إِن, إِذَا, and لَوْ, as well as the particles of conditional force, such as

حيثما , أينما , كيفما , مهما etc. After a conditional particle the perfect tense refers to present-future action, while كان قد plus perfect refers to completed action. Illustrations:

تفضل معنا اذا شئت.	'Come with us, if you wish.'
ستقرأونها ، ان لم تكونوا قد قرأتموها .	'You will read them, if you haven't already read them.'
لو ذهب	'if he were to go'
لو كان قد ذهب	'if he had gone'

(b) After قد the perfect usually has present perfect or past perfect meaning, depending on whether the overall time context is present or past.

لقد وصلت البعثة العلمية الايطالية منذ زمن بعيد .	'The Italian scientific mission has long since arrived.' (present perfect)
وصل الوفد في الساعة العاشرة وكان المؤتمر قد بدأ .	'The delegation arrived at ten o'clock but the conference had already begun.' (past perfect)
لقد بدأ المؤتمر قبل أن يصل الوفد الاخير .	'The conference had begun before the last delegation arrived.'

It was stated earlier that the perfect tense alone is usually translated as a simple past, but sometimes may be rendered by a present perfect depending on context. Here we see that the perfect after قد is usually translated as a present perfect or past perfect, but sometimes may be rendered by a simple past tense in English, according to context.

In a sense, the perfect tense after قد no longer has primarily a narrative function but assumes a "situational" function, providing a background setting for the events of the narrative.

When it comes to translating Arabic into English, the perfect tense has three possible translations: simple past ("I went"), emphatic with "did" ("I did go") and present perfect ("I have gone").

رأيتها اليوم	{ 'I saw her today.' 'I have seen her today.'
لقد رأيتها اليوم .	
	'I have seen her today.'

'I did see her today.' لقد رأيتها اليوم .

The context is the best basis for selecting the proper translation.

A second way of expressing present perfect meaning is via the active participle of certain verbs, e.g.

'He has understood his lesson.' لقد فهم درسه

'He has understood his lesson.' هو فاهم درسه

The discussion so far applies to all verbs in the language except the negative verb ليس , which has only present meaning, and كان , which does not denote events but simply provides the time context for the sentence. كان plus

قد plus a perfect tense verb provides the equivalent of English past-perfect, e.g. كان قد درس 'he had studied'; more literally, "he

was he studied." Likewise, يكون قد plus the perfect tense provides future perfect meaning, يكون قد درس 'he will have studied' ("he will be he

studied"). The participle can be used the same way: كان دارسا 'he had studied' and س يكون دارسا 'he will have studied'.

تمرين ٨ في كتاب التمارين .

القسم الثالث : الاصغاء والفهم

- أ - استمع الى الجمل المتنوعة المسجلة على الشريط واختر
أنسب ترجمة لكل منها في تمرين ٩ من كتاب التمارين .
- ب - للاصغاء فقط . استمع الى قطع الموسيقى والغناء
الشعبية (folklore music and singing) المسجلة على الشريط .

القسم الرابع : المراجعة

تمرين ١٠ - ١٤ في كتاب التمارين

القسم الخامس : المطالعة الموسعة

عيدنا أحسن من عيدكم

اسمع يا رضا !

تسألني اذا كان عيد الميلاد أيام طفولتي أحسن من عيد
ميلادكم اليوم ، كان عيدنا أحسن من عيدكم ! ليس الميلاد
فحسب ، ولكن كل عيد من أعيادنا القديمة كان أكثر بهجة
وألذ طعمًا .

joy,
delight
taste

أنتم صغار اليوم ، لا تعرفون العيد لان كل يوم من

pleasures, pleasures, أيامكم عيد . أنتم لا تنتظرون العيد ولا أطايبه فاذا جاءكم
delicacies; العيد باطايبه فاتتكم بهجته . أنستم لا تعرفون العيد لانكم
elude, slip away; لم تذوقوا الحِرمَان ولا تفهمون معنى العيد لان العيد للمحرومين
taste; لا المُتخمين .
deprivation;
dyspeptic

هل سمعت بعيد اسمه الغطاس ؟ لا أظنك سمعت به ، ولكننا

نحن الصغار ، كنا ننتظر الغطاس ٣٦٤ يوما من أيام السنة

لانه كان عيد الحلويات . يوم الغطاس تُعجن كل امرأة قُرصاً
knead; round thick and flat piece of dough; من العجين وتضعه في كيس صغير أبيض وترسم على القرص علامة
hang on الصليب . وفي الليل تقول لاولادها " خذوا العجينة وعلقوها على
leaven شجرة تسجد الليلة لله ... هذه خميرة السنة الجديدة ، وكل
بيت في قريتنا يجدد خميرته ليلة الغطاس .. فالخميرة خير . "

وليلة أمس كانت ليلة عيد الميلاد . جاء عيد الميلاد كما

جاء العام الماضي ، فما انتظرتم الميلاد ولا فرحتم بمجيئه .

كنا ننتظر الميلاد ٣٦٤ يوما من أيام السنة ، وأمس جاء

عيد الميلاد فكيف شعرت يا رضا ؟

زينت شجرة الميلاد ، ووضعت عليها المصابيح الملونة

فلم تحفل ولم تبتهج . ذهبت الى فراشك لتنام على أنغام

الميلاد الحلوة ، وقمت في الصباح لتجد تحت الشجرة هدايا

لم يرها أبوك قط ، تفتح الهدايا فلا تُشير اعجابك . واذا وجدت

ان فيها حلوى تركتها .

يا حسرتي على طفولة ابيك ، الذي لم يرَ شجرة مزيّنة

بالمصابيح الملونة ، ولم يحلم بهدية ، ولم يكن للحلوى وجود

في دنياه . ولكن ، أظن ان عيد ميلادك أحسن ؟ كلا !
كان عيد الميلاد في دنيانا عيد بهجة وفرح ، لاننا انتظرنا
الميلاد ، والعيد تَرَقُّبٌ وانتظار . عندما كنا نجلس حول
anticipation مائدة الطعام ، وتضع أُمي غذاء الميلاد ، دجاجة محشية
table كنا نشعر أن هذا حقاً عيد . العيد أطايب . العيد
للمحرومين لا للمتخمين .

عند مَقْدَم الربيع تحتفل القرية ، بعيد القيامة ، العيد
advent الكبير ، عيد انتصار الحياة على الموت . هو عيد لبنان
victory منذ أقدم العصور ، كان أَجْدَادُنَا يؤمنون بالحياة فهذا
ancestors هو العيد الذي يقوم فيه المسيح وَاطِعًا الموت بالموت ، وواهباً
trampling الحياة للذين يؤمنون به .

هل سمعت بهذا العيد ؟ هل تنتظرون هذا العيد ؟ أما
نحن فكنا ننتظره ٣٦٤ يوماً من أيام السنة . هذا عيد الملابس
boiled الجديدة هذا عيد البيض المَسْلُوق الملون ، هذا عيد الكعك !
هذا عيد كنا ننتظره ، لانه كان عيداً يبدأ يوم الجمعة
صباحاً وينتهي يوم الاحد مساء .

أنت لا تعرف بهجة الملابس الجديدة ، تذهب مع أمك الى
السوق كلما احتجت الى شراء ملابس في أي يوم من أيام الاسبوع .
الاثنين ، الخميس ، السبت ، لافرق في ذلك . تذهب الى السوق
في أول الشهر ، في منتصفه ، في آخره . لافرق في ذلك .
تشتري لك أمك ملابس جديدة في الربيع ، في الخريف ، في الشتاء
في الصيف . لافرق في ذلك . أين بهجة الملابس الجديدة .

أما نحن فكنّا ننتظر الملابس الجديدة يوم العيد
الكبير . وكان الوالد يذهب الى بيروت مرة في السنة ، ويعود
الينا بملابس جديدة ، نفرح عند مقدم العيد الكبير ، لأنه
عيد الملابس الجديدة . العيد يا رضا للعرّيان .
naked

وأحسن عيد عندنا هو عيد " مار جريس " خاتمة الاعياد
الربيعية . هل سمعت بعيد " مار جريس " ؟ " مار جريس "
عليه السلام يحتاج الى حديث طويل . اراك غلى وشك أن تنام
on the point of . . ذكرني غدا في مثل هذه الساعة لكي أحدثك عن عيد
" مار جريس " .

بتصرف ، أنيس فريحة ، إسمع يا رضا
جونية (لبنان، ١٩٥٦) ص ٩٠ - ١٠٢

تمرين ١٥ : في كتاب التمارين

الدرس الخامس عشر
القسم الأول : العرب في المهجر الأمريكى

أ - الجمل التمهيدي

1 - هَاجَرَ - مُهَاجِرَةٌ to emigrate

هاجر بعض اللبنانيين الى الولايات المتحدة في أواخر القرن

التاسع عشر .

مُهَاجِرٌ - مُهَاجِرُونَ

emigre

هَجْرَةٌ

departure; Hegira
year of the Muslim
era (A.H.)

السَّنَةُ الهَجْرِيَّةُ

مُهْجَرٌ

place of emigra-
tion

2 - بالنَّظَرِ الى = نَظَرًا الى in view of, be-
cause of

بالنظر الى ان الأحوال في سورية ولبنان كانت سيئة أثناء

الحرب العالمية الأولى فقد ازداد عدد المهاجرين بعد انتهاء

تلك الحرب .

(نَظَرَ (الى) ، نَظَرَ (في) ، نَظَرٌ ؛ اِنْتَظَرَ)

في نَظَرِي

from my point of
view

قَصَرُ النَّظَرِ

short-sighted

بُعِيدُ النَّظَرِ

far-sighted

3 - صَدَقَ - (على) ، صَدَقَ

to hold true (for),
apply

أن بعض الأسباب التي أدت الى هجرة العرب سابقا تصدق على

هجرتهم الحالية .

(صَدَّقَ ؛ صَدِيق)

4 - هَرَبَ ، هُرِبَ / مُهَرَّبٌ / هَرَبٌ

to flee, escape

يهرب بعض الناس من مواجهة الحقيقة .

5 - لَاقَى ، مُلَاقَاةٌ

to meet,
encounter

يلتقي المهاجرون عادة بعض الصعوبات .

(لقي ، ألقى ، التقى ب ، لقاء)

الى اللّقاء

goodbye

٦ - عَهْدٌ - عُهُودٌ

age, era, agreement

لقد استمر العهد العثماني في سورية أكثر من أربعمئة سنة .

العَهْدُ الْقَدِيمُ

Old Testament

العَهْدُ الْجَدِيدُ

New Testament

٧ - ظَلَمَ - ظُلِمَ

to ill-treat, to oppress

لا يُنتَظَرُ من شعب أُصيب بالظلم أن يظلم شعباً آخر .

٨ - اضْطَرَّ ، اضْطُرَّ

to be forced, compelled

اضطر عدد كبير من أبناء الشعب الى ترك بلاده التي

سكنها مئات السنين .

٩ - حَالَةٌ - حَالَاتٌ

condition

تحسنت الحالة الاقتصادية في البلدان التي تنتج الزيت .

(حال)

حَالَةٌ إجْتِمَاعِيَّةٌ

social condition

حَالَةٌ سِيَاسِيَّةٌ

political condition

١٠ - مَجَالٌ - مَجَالَاتٌ

field, extent, range, scope

لا يزال مجال العمل واسعاً في الأقطار المتقدمة .

١١ - ضَاقَ - (بِر) ، ضَيِّقُ : (ضَيِّقُ)

to become narrow, restricted for

مجال العمل ضيق لغير المتعلمين في كل مكان .

الصديقُ عِنْدَ الضيقِ (مثل)

A friend in need is a friend indeed (proverb).

١٢ - عِدَّةٌ

several, many, numerous

هناك عدة أسباب أدت الى وقوع الثورة المصرية .

عِدَّةُ أَيَّامٍ

several days

عِدَّةُ مَرَّاتٍ

several times

رِجَالٌ عِدَّةٌ

many men

١٣ - اِفْتَقَرَ الى ، اِفْتَقَارٌ

to become poor in, need

يفتقر العالم العربي الى المشاريع الصناعية .

(فقير)

الْفَقْرُ

١٤ - سَلَمٌ ، سَلَامَةٌ / سَلَامٌ : سَلِيمٌ - سَلِيمُونَ / سُلَمَاءُ sound (adj.)

يفتقر العالم العربي الى التخطيط الاجتماعي والاقتصادي
والسياسي السليم .

سَلَّمَ

(سَلَامٌ ، سَلَّمَ ، سَلَامٌ)

اسْتَلَمَ

to receive

مَعَ السَّلَامَةِ

goodbye

أَوْجَدَ - اِجَادَ

١٥ - to create, bring into being

تحاول البلدان الصناعية ايجاد اسواق لمصنوعاتها في
البلدان النامية .

(وَجَدَ ، وَجُودٌ)

١٦ - مِسَاحَةٌ - مِسَاحَاتٌ

area, space, surface

سميزيد السد العالي مساحة الأراضي الزراعية في مصر .

مِسَاحَةُ الْأَرْضِ الْزَّرَاعِيَّةِ

the area under cultivation

١٧ - سَعَى (وَرَاءَ) ، سَعَى

to seek, strive

لا يزال المهاجرون يأتون الى الولايات المتحدة سعيا وراء

العمل .

١٨ - نَجَحَ (فِي) ، نَجَاحٌ

to succeed (in)

ويشجعهم على ذلك النجاح الذي حققه من سبقهم من

المهاجرين .

شَخْصٌ نَاجِحٌ

a successful person

عَمَلٌ نَاجِحٌ

a successful business, work

١٩ - سَهَّلَ (عَلَى) ، تَسْهِيلٌ

to facilitate (for)

تسهل وسائل المواصلات الحديثة على المسافرين انتقالهم

من مكان الى آخر .

سَهْلٌ ، سَهْلَةٌ : سَهْلٌ
أَمْرٌ سَهْلٌ

easy matter

رَغِبَ - (في) ، رَغْبَةً ، رَغْبَاتٍ - ٢٠ to desire, wish
يرغب كثير من السواح في زيارة الأماكن المقدسة أيام
الأعياد الدينية .

نَشَاطٌ - نَشَاطَاتٌ - ٢١ activity

يزداد نشاط النوادي الرياضية في فصل الصيف .

إِسْتَقَرَّ ، إِسْتَقَرَّارٌ - ٢٢ to settle

يستقر أكثر المهاجرين في المدن الكبيرة .

مُؤَسَّسَةٌ - مُؤَسَّسَاتٌ - ٢٣ institution, foundation

تعتبر الجامعة الأمريكية في بيروت من أقدم المؤسسات
الثقافية في الشرق الأوسط .

(أُسَّسَ ، أُسَّاسِي)

أَسَّسَ - أُسَّسَ

basis

تَوَقَّفَ (عن) ، تَوَقَّفَ - ٢٤ to cease, stop

ظهرت عدة جرائد ومجلات في بيروت ودمشق ثم توقفت
عن الصدور .

(وَقَفَ)

عُنِيَ بِـ ، عِنَايَةً - ٢٥ to take care of

هناك جرائد انكليزية وعربية في الولايات المتحدة وكندا
تعني بأخبار المهاجرين العرب .

نَشَرَ - ، نَشَرٌ - ٢٦ to write in prose

بين الشعراء العرب من يكتب شعرا منشورا .

الشَّعْرُ الْمَنْشُورُ

prose poetry

قَيْدٌ - قِيُودٌ

chain, fetter, shackle

يعتبر الشيخ محمد عبده من الذين حرروا الفكر الاسلامي

من قيود التقليد .

إِغْتَرَبَ ، إِغْتَرَابٌ - ٢٨ to emigrate

يقوم بعض المغتربين العرب بزيارة أهلهم في البلاد
العربية كل عام .

مُغْتَرِبٌ - مُغْتَرِبُونَ
(غَرِيبٌ ، غُرْبَةٌ)

emigrant

٢٩ - قَدِيمٌ

valuable

كتب جبران خليل جبران كتاباً قيماً باللغة الانكليزية .
(قِيَمَةٌ)

٣٠ - نَجْمٌ - نُجُومٌ

star

يعمل النجم السينمائي العربي عمر الشريف بالسينما الغربية
نَجْمٌ تِلِفِيزِيُونِي

T.V. star

٣١ - حَفْلَةٌ - حَفَلَاتٌ

party; gathering

يقوم بعض المهاجرين العرب حفلات غنائية في أعيادهم .

حَفْلَةٌ خَيْرِيَّةٌ

charitable party

حَفْلَةٌ دِينِيَّةٌ

religious ceremony

حَفْلَةٌ مُوسِيقِيَّةٌ

concert

حَفْلَةٌ اِسْتِقْبَالٍ

reception

حَفْلَةٌ شاي

tea party

اِحْتَفَالٌ ، اِحْتِفَالٌ

to celebrate

حَفْلَةٌ

٣٢ - رَقَصَ - رَقَصَ

to dance

يقبل كثير من المواطنين الامريكن على مشاهدة الرقص

الشرقي .

حَفْلَةٌ رَاقِصَةٌ

a dance (party)

مُوسِيقَى رَاقِصَةٍ

dance music

ب - النص الأساسي

المقدمة :

المجتمع الأمريكي معروف بتكوينه المتعدد القوميات فهو يضم مواطنين يرجع أصلهم الى شعوب مختلفة ، ونجد بينهم آلاف المواطنين الذين هاجروا الى امريكا من البلاد العربية . وقد كان لهجرة هؤلاء المواطنين أسباب ونتائج ، نذكر أهمها في القطعة التالية .

*** **

colony of
emigrants;
tangible

في الولايات المتحدة الأمريكية وكندا وغيرهما من دول أمريكا الشمالية والجنوبية عدد من الجاليات العربية* ترجع غالبا الى أصل لبناني أو سوري . وبينها نسبة ملموسة من المواطنين الذين هاجروا من أقطار عربية أخرى كفلسطين والعراق ومصر . وبالنظر الى ان المهاجرين اللبنانيين أقدم العرب تاريخاً في المهجر ، وأن لأنبائهم من الأدباء مكانة خاصة في الأدب العربي الحديث ، فاننا سنقتصر على هجرتهم ، أسبابها ونتائجها ، علماً بأن ما يقال عنهم يصدق الى حد كبير على غيرهم من المواطنين العرب الذين هاجروا الى الأمريكتين : الشمالية والجنوبية .

أسباب الهجرة : لقد ابتدأت هجرة اللبنانيين الى امريكا في الربع الأخير من القرن الماضي لأسباب مختلفة أهمها :

Ottoman

persecution

أ - الهرب من الحكم العثماني . لاقى المواطنون في العهد العثماني الشئ الكثير من الظلم والإضطهاد فاضطر عدد منهم الى الهجرة الى بلدان غير خاضعة للحكم العثماني كمصر أو الى اقطار أخرى مثل الولايات المتحدة الأمريكية ، والمكسيك والبرازيل .

ب - سوء الحالة الاقتصادية . ان السبب الأول والأهم للهجرة كان ولا يزال سوء الحالة الاقتصادية في لبنان . ان مجال العمل ضيق لأسباب عدة - منها افتقار البلاد الى مشاريع زراعية وصناعية وتجارية كبرى ، وعدم اتباع سياسة اقتصادية سليمة تهتم بزيادة الانتاج الوطني ، وبايجاد أسواق خارجية له .

ج - ازدياد عدد السكان . ان عدد السكان في ازدياد مستمر ، فقد
person, كان عدد اللبنانيين سنة ١٩٢١ (٦٠٠.٠٠٠) ستُمائة ألف نُـمـة
soul وبلغ في الوقت الحاضر (٢٥٠٠.٠٠٠) مليونين ونصف تقريبا .
ولما كانت مساحة لبنان ضيقة ، وأحواله الاقتصادية سيئة فقد
ساعد ازدياد عدد السكان على استمرار الهجرة .

د - طُـمُـحُ اللبنانيين . يعرف اللبنانيون بالطموح ، وقد اشتهروا منذ
ambition أقدم العصور بحب المغامرة والأسفار سعياً وراء الرزق ، وهم الآن
venture; منتشرون في معظم اقطار الدنيا . ومما يشجع المهاجرين منهم في
livelihood الوقت الحاضر ، ويسهل عليهم أمورهم أنهم أينما ذهبوا وجدوا
ان اللبنانيين الذين سبقوهم الى تلك البلدان قد مهّدوا لهم
paved الطريق وجعلوهم يشعرون أنهم بمن أهلهم وفي وطنهم .

هـ - الازدهار الاقتصادي في المهاجر . ويُعَيِّرُ اللبنانيين بالسفر ما يبلغهم
tempt من اخبار النجاح الذي حققه بعض المهاجرين . وكانت ولا تزال
انظار الراغبين في السفر تتجه الى البلد الذي تكون حالته
الاقتصادية مزدهره أكثر من سواه . فقبل الحرب العالمية الأولى
- مثلاً - كان المهاجرون يقبلون على مصر والولايات المتحدة والبرازيل
والارجنتين وبعد تلك الحرب ازداد الاقبال كثيراً على السفر الى
أستراليا وأفريقيا الغربية .

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من نتائج الهجرة . اذا حاولنا ان ندرس بعض نتائج الهجرة الى
الولايات المتحدة ، فاننا نلاحظ ان الجاليات اللبنانية الاولى قد ظهرت
في المدن الكبيرة مثل نيويورك وبوسطن ثم انتشرت الى غيرهما من المدن
وظهير لها نشاط واضح في مختلف المجالات . ان ما كاد يستقر المهاجرون
حتى بدأوا يدركون حاجتهم الى مؤسسات دينية وثقافية تهتم بشؤونهم
فأنشئت الكنائس والجوامع ، والجمعيات ، والنوادي كما أصدرت الصحف
والمجلات الخاصة بهم .

وكان أول من فكر باصدار جريدة عربية هما الدكتور ابراهيم ، ونجيب

عربيلى اللذان اصدرا عام ١٨٩٢ جريدة " كوكب أمريكا " في نيويورك وكانت تنشر المقالات عن الشعب الأمريكى وعن أحوال البلاد العربية ، وتدافع عن الحقوق السياسية للاقطار العربية ، وتعمل على تعزيز strengthening العلاقات التجارية بينها وبين العالم الجديد وتوقفت عن الصدور بعد استمرارها سبعة عشر عاما . ومن الصحف المهمة الأخرى جريدة " الهدى " التي أسست في نيويورك عام ١٨٩٨ ولا تزال تصدر حتى هذا اليوم ، وجريدة " السائح " التي ظهرت عام ١٩١٢ ولعبت دورا بارزا في الحركة الأدبية في أمريكا واستمرت في الصدور حتى سنة ١٩٥٧ ، وجريدة " السمر " التي كان يصدرها الشاعر المشهور ايليا أبو ماضي (١٨٩٤ - ١٩٥٧) من سنة ١٩٢٩ حتى وفاته ، ثم استمرت بعده حتى سنة ١٩٥٩ . ونجد اليوم عددا من الصحف العربية التي تصدر في نيويورك وديترويت " كالهدى " و " الإصلاح " و " البيان " و " العالم الجديد " و " الرسالة " وهي تعني بأخبار الجاليات المحلية وأهم أخبار أمريكا والعالم العربي . وما يجب ذكره ان نشاط المهاجرين لم يقتصر على اصدار الصحف العربية فحسب ، بل شمل عدة محاولات لتأسيس صحف ومجلات باللغة الانكليزية كمجلة " العالم السوري " و " العالم العربي " واستمرت كل منهما عدة سنوات : الأولى في العشرينات والثانية في الأربعينات .

- ٤ -

وكان من أهم آثار الهجرة ظهور أدب عربي في المهجر متأثر بالأدب الغربي ، من أعلامه " جبران خليل جبران " مؤلف الكتاب المشهور " النبي " الذي ترجم الى أكثر من عشرين لغة ، و " أمين الريحاني " (١٨٧٦ - ١٩٤٠) وقد عرف برحلاته المتعددة التي قام بها في مختلف الاقطار العربية وكتبه الخاصة بتلك الرحلات ، وبفضله في تطور حركة " الشعر المنشور " في الادب العربي الحديث ، و " ميخائيل نعيمة " (١٨٨٩ -) المعروف بنزعته tendency الانسانية والروحية ، وعدد كبير من الأعمال في الشعر والنقد criticism والقصة والمسرحية . وقد تميز أدب المهجر بخصائص متعددة منها : تحرره من قيود

longing for,
yearning

التقاليد الأدبية القديمة ، ونزعتها الانسانية ، والحنين الى الوطن ،
والتأمل ، ووصف الطبيعة . ومن الجدير بالذكر أن أدباء المهجر
سواء كانوا في امريكا الشمالية أم في أمريكا الجنوبية - أسهموا في
تكوين جمعيات أدبية مهمة " كالرابطة القلمية " التي انشئت في
نيويورك عام ١٩٢٠ برئاسة جرمان خليل جرمان واستمرت في نشاطها
حتى ١٩٣١ .

- ٥ -

surgeon

وقد اشتهر من المفترين وابنائهم رجال في مختلف الحقول سواء
كانت فنية أم علمية أو تجارية أو سياسية، ونذكر على سبيل المثال
الاستاذ " فيليب حتي " الذي شغل منصب رئيس دائرة اللغات الشرقية
في جامعة برنستن " سنوات طويلة ، وعرف بمؤلفاته التاريخية القيمة
لاسيما كتابه " تاريخ العرب " والدكتور " مايكل ديبكي " الجراح
المختص بأمراض القلب و " راني توماس " أحد نجوم التلفزيون الأمريكي
و " نجيب حليبي " مدير الطيران المدني سابقا ، ومدير شركة الخطوط
الجوية الأمريكية حالياً (بان - أم) و " رالف نادر " المشهور بدفاعه
عن مصالح المستهلكين .

- ٦ -

وللمهاجرين نواديهم وجمعياتهم التي تقدم الحفلات في بعض المناسبات
والاعيان ، وتعقد المؤتمرات للبحث في ما يهمهم من شؤون ، ونجد
لهم في بعض المدن برامج اذاعية خاصة (باللغة العربية) تحتوي
على الاخبار والتعليقات وأحدث الاغاني العربية ، كما نجد لهم
مطاعمهم التي تقدم الأكل العربي ، وبعض الملاهي التي تقدم نماذج
من الغناء والرقص العربيين . وإذا كان هؤلاء المهاجرون يعرفون
باكسابهم تقاليد البلاد التي يهاجرون اليها واحترامهم لها ، فانهم
يمتازون كذلك بالمحافظة على كثير من تقاليد الوطن الأول والعادات
الاجتماعية العربية .

بعض المصادر :

شُهْلا ، جورج و شَفِيق جُحَا . التَّريَّةُ الوُطْنِيَّةُ والأُخلاق

ج ٤ الطبعة الثالثة (بيروت : ١٩٥٧)

مُرُوءة ، أديب . الصَّحافةُ العَرَبِيَّةُ: نشأتها وتطوُّرها

(بيروت : ١٩٦١)

النَّاعُوري ، عيسى . أدبُ المَهْجَر الطبعة الثانية

(القاهرة : ١٩٦٧)

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

- ١ - لماذا اقتصر الكاتب على مناقشة الهجرة من لبنان دون غيرها من البلاد العربية ؟
- ٢ - ما هي الاسباب الرئيسية لهجرة اللبنانيين ؟
- ٣ - كيف يفسر الكاتب سوء الحالة الاقتصادية في لبنان ؟
- ٤ - كم يبلغ عدد سكان لبنان حاليا ؟
- ٥ - لماذا اقبل اللبنانيون على الهجرة بصورة عامة الى مصر والولايات المتحدة والبرازيل قبل الحرب العالمية الأولى والى استراليا وافريقيا الغربية بعدها ؟
- ٦ - ما نوع المؤسسات التي انشأها المهاجرون اللبنانيون في المدن الامريكية الكبرى ؟
- ٧ - ما هي الصحف العربية التي صدرت في امريكا في القرن الماضي ؟
- ٨ - ما اسم بعض الصحف العربية التي تصدر في امريكا في الوقت الحاضر ؟
- ٩ - اذكر ثلاثة من اعلام الأدب العربي في المهجر .
- ١٠ - ما خصائص أدب المهجر ؟
- ١١ - اذكر اسماء بعض المشهورين في امريكا من أصل عربي ؟
- ١٢ - ما هي التقاليد التي يمتاز بها المغتربون اللبنانيون في امريكا ؟

تمرين ٢ : ترجمة - تبديل

They encountered a great deal of tyranny.

لاقوا الشيء الكثير من الظلم

1. encouragement

6. respect

2. guidance

7. disappointment

3. torture

8. admiration

4. mercy

9. appreciation

5. welcome

10. amity, love

القسم الثاني : القواعد

A.

أ - أستمعالات الحروف : اللام

The particle **ل** is really several different particles having the same shape. Before a subjunctive verb **ل** and its combinations **لِكِي** and **لَآن** mean 'in order that' (negative is **لِكِيَلَا** or **لَإِلَّا**), e.g. **لِيَأْتِي** 'in order that he come'; before a jussive verb **ل** means 'have, make, let' (s.o.do s.th.), e.g. **لِيَأْتِ** 'have him come!'. Otherwise, **ل** as a preposition may indicate an indirect object, and also may have the meanings of English 'for' or 'to'. Other important areas of meaning are 'for the purpose of' (with a verbal noun); 'because of'; and 'belonging to' or 'of' (possession). It has the meaning of 'of' plus a possessive pronoun in phrases such as **صديق لي** 'a friend of mine', **كتاب له** 'a book of his'. It has the meaning of 'for, to the credit of' in opposition to **على** 'against, to the debit of', e.g. **لي عليك دولاران** 'you owe me two dollars', **كل ما كُتِبَ له وكل ما كُتِبَ عليه** 'all that was recorded for him and all that was recorded against him'. Before an author's name it means 'by', **لِتَوْفِيقِ الْحَكِيمِ** 'by Tawfiq al-Hakim'. In the idiom **لَه... أَن** it means 'he has a right to..., he can...', and the idioms **... يَا لَكَ مِنْ** and **... لَكَ اللَّهُ مِنْ**, meaning 'what a...!' (in admiration), and **لَه** plus verb, 'why, why should he...'. It is also found in the idiom **أَخٌ لِأَبِيهِ** 'a brother on his father's side'. Finally, it introduces the direct object of a verbal noun of purpose or of a verbal noun plur subject construction, in which case it may be translated by 'of' or left untranslated: **قَتَلَ مُحَمَّدٌ زَيْدًا** 'Mahammad's killing (of) Zayd'.

تمرين ٣ في كتاب التمارين .

B. The dummy pronoun

ب - ضمير الشأن

Contrast the following two constructions:

شعروا أن أهدافهم قد تحققت. 'They felt that their goals had been achieved.'

شعروا أنه قد تحققت أهدافهم • 'They felt that their goals had been achieved.'

In the first, أَنَّ is followed immediately by a noun (in the accusative), which is the subject of the verb which follows it. In the second, أَنَّ is followed by the pronoun suffix هُ; next comes the verb, and then its subject (in the nominative). The suffix in the latter construction is invariably هُ, regardless of the gender or number of the following noun.

This pronoun suffix may be called the dummy pronoun (in Arabic الضَّمِيرُ الشَّانِ). It serves basically to allow the verb to precede the noun in the following clause. Thus the use of the dummy pronoun is a matter of style; and constructions with it and without it can usually be translated the same way in English.

The dummy pronoun may occur attached to أَنَّ, إِنَّ, combinations such as لَكِنْ 'but and لِأَنَّ 'because', and لَعَلَّ 'perhaps'.

تمرين ٤: تحويل

حوّل كما في المثل التالي مستعملاً "ضمير الشأن" :

شعروا أَنَّ هدفهم قد تحقق. ←
They felt their aim had been realized.
شعروا أَنَّهُ قد تحقق هدفهم •
They felt (it) that their aim had been realized.

- ١- أخبرني أَنَّ رئيساً جديداً قد انتخب في لبنان •
 - ٢- قالت لنا انّ تغييراً كبيراً قد حصل في الجامعة •
 - ٣- تأكد لنا أَنَّ الاجتماع سيعقد في الشهر القادم •
 - ٤- سمعت أَنَّ مديرة المدرسة ستنتقل إلى مدينة أخرى •
 - ٥- من الجدير بالذكر أَنَّ عدد طلاب جامعتنا ازداد زيادة كبيرة في هذا العام •
- ج - الاوزان فَعْل - فَعْلَة - فَعَلَ - فَعَّل - فَعَّلَ

G.

1. Patterns FvMvL and FvMvLa

In this lesson, continuing the discussion of the main noun and adjective patterns, we describe some of the simple patterns containing two short vowels, and the corresponding pattern complexes ending in -a (اَ). At the beginning of each

section, a note in tabular form calls attention to any changes undergone by non-sound roots in that pattern.

a. Pattern FaMaL

Doubled: Short vowel between identical consonants not dropped.

Weak-middle: -awa- and -aya- become /-aa-/.

Weak-last: -aw and -ay become /-aa/, with nunation /-an/.

Stems of this pattern are nouns (including verbal nouns) and adjectives.

Examples:

Sound	<u>B</u> <u>L</u> <u>D</u>	بَلَدٌ	'country'
	<u>H</u> <u>S</u> <u>N</u>	حَسَنٌ	'good, handsome'
	<u>K</u> <u>R</u> <u>M</u>	كَرَمٌ	'generosity'
Hamzated	? <u>M</u> <u>L</u>	أَمَلٌ	'hope'
Doubled	<u>S</u> <u>B</u> <u>B</u>	سَبَبٌ	'cause'
Weak F	<u>W</u> <u>L</u> <u>D</u>	وَلَدٌ	'boy'
M	<u>B</u> <u>W</u> <u>B</u>	بَابٌ	'door'
L	<u>9</u> <u>S</u> <u>W</u>	عَصَا	'stick'
	<u>M</u> <u>D</u> <u>Y</u>	مَدَى	'range'

The most common plural is ?aFMaaL; FiMaaL, FuMLaan, and FiMLaan also occur, the last especially with weak-middle roots.

<u>FaMaL</u>	-	<u>?aFMaaL</u>	
خَبَرٌ		أَخْبَارٌ	'news item'
أَثَرٌ		أَثَارٌ	'ancient monument'
وَلَدٌ		أَوْلَادٌ	'boy'
بَابٌ		أَبْوَابٌ	'door'
<u>FaMaL</u>	-	<u>FiMaaL</u>	
جَبَلٌ		جِبَالٌ	'mountain'
حَسَنٌ		حَسَانٌ	'good, handsome'

FaMaL - FuMLaan
 بَلَدٌ بُلْدَانٌ

'country'

FaMaL - FiMLaan
 جَارٌ جِيرَانٌ

'neighbor'

b. Pattern FaMaLa

Doubled : Short vowel between identical consonants not dropped.

Weak-middle: -awa- and -aya- become /aa/.

Weak-last: -aw-a and -ay-a become /aa/.

Singular stems of this pattern are nouns (including verbal nouns). Examples:

Sound:	<u>H</u> <u>R</u> <u>K</u>	حَرَكَهٌ	'vowel'
Weak M:	<u>H</u> <u>W</u> <u>J</u>	حَاجَةٌ	'necessity'
L:	<u>S</u> <u>L</u> <u>W</u>	صَلَاةٌ	'prayer'

Most nouns of this pattern have a sound plural in /-aat/. A final radical W or Y remains unchanged before /-aat/.

<u>FaMaLa</u>	-	<u>FaMaLaat</u>	
حَرَكَهٌ		حَرَكَاتٌ	'vowel'
حَاجَةٌ		حَاجَاتٌ	'necessity'
صَلَاةٌ		صَلَوَاتٌ	'prayers'

The pattern FaMaLa is also itself a plural pattern for both nouns and adjectives:

<u>FaaMiL</u>	-	<u>FaMaLa</u>	
حَامِلٌ		حَمَلَةٌ	'bearer'
طَالِبٌ		طَلَبَةٌ	'student'
بَارٍ		بَرَرَةٌ	'pious'
<u>FaMiL</u>	-	<u>FaMaLa</u>	
سَيِّدٌ		سَادَةٌ	'gentleman'

c. Pattern FaMiL

Stems of this pattern are nouns (including verbal nouns) and adjectives .

Examples:

Sound :	<u>M</u> <u>L</u> <u>K</u>	مَلِكٌ	'king'
	<u>D</u> <u>H</u> <u>K</u>	ضَحْكٌ	'laughter'
	<u>T</u> <u>9</u> <u>B</u>	تَعَبٌ	'tired'
	<u>F</u> <u>R</u> <u>H</u>	فَرَحٌ	'joyful'

For the nouns, the broken plurals are FuMuL and ?aFMaaL; the adjectives generally have a sound plural.

d. Pattern FaMiLa

Stems of this pattern are nouns (including a few verbal nouns). They have sound plurals in /-aat/.

	<u>FaMiLa</u>	-	<u>FaMiLaat</u>	
<u>K</u> <u>L</u> <u>M</u>	كَلِمَةٌ		كَلِمَاتٌ	'word'
<u>M</u> <u>L</u> <u>K</u>	مَلِكَةٌ		مَلِكَاتٌ	'queen'
<u>S</u> <u>R</u> <u>K</u>	شَرِكَةٌ		شَرِكَاتٌ	'company'

e. Pattern FaMuL

Stems of this pattern are nouns. The most common plural is FiMaaL.

	<u>FaMuL</u>	-	<u>FiMaaL</u>	
<u>R</u> <u>J</u> <u>L</u>	رَجُلٌ		رِجَالٌ	'man'

f. Pattern FiMaL

Doubled: Short vowel between M and L does not drop.

Weak M: -iwa- becomes /iya/.

Weak L: -aw and -ay become /aa/, with nunation /an/.

Singular stems of this pattern are nouns (including verbal nouns). Examples:

Sound:	<u>9</u> <u>N</u> <u>B</u>	عِنَبٌ	'grapes'
	<u>S</u> <u>G</u> <u>R</u>	صِغَرٌ	'smallness, childhood'

	<u>K</u> <u>B</u> <u>R</u>	كِبَرٌ	'bigness, old age'
Weak L:	<u>R</u> <u>B</u> <u>W</u>	رِبَاً	'usury'

This is also a broken plural pattern, chiefly for singulars of the pattern

FiMLa:

<u>FiMLa</u>	-	<u>FiMaL</u>	
فِكْرَةٌ		فِكْرٌ	'idea'
قِصَّةٌ		قِصَصٌ	'story'
قِيَمَةٌ		قِيَمٌ	'value'

g. Pattern FuMaL

Doubled : Short vowel between M and L does not drop.

Weak L : -aw and -ay become /aa/, with nunation /an/.

Singular stems of this pattern are chiefly verbal nouns. It is more commonly a broken plural pattern, for singulars of the pattern FuMLa.

Sound :	<u>J</u> <u>M</u> <u>L</u>	جُمْلٌ	'sentences'	(sing. جُمْلَةٌ)
Doubled :	? <u>M</u> <u>M</u>	أُمَمٌ	'nations'	(sing. أُمَّةٌ)
Weak M :	<u>S</u> <u>W</u> <u>R</u>	صُورٌ	'pictures'	(sing. صُورَةٌ)
Weak L :	<u>R</u> <u>B</u> <u>W</u>	رَبْيٌ	'hills'	(sing. رَبْوَةٌ)
	<u>H</u> <u>D</u> <u>Y</u>	هُدًى	'guidance'	

h. Pattern FuMaLa

Weak L : -awa- and -aya- become /aa/.

Weak L :	<u>R</u> <u>D</u> <u>W</u>	رُضَاةٌ	'satisfied'	(sing. رَاضٍ)
	<u>Q</u> <u>D</u> <u>Y</u>	قُضَاةٌ	'judges'	(sing. قَاضٍ)
	<u>R</u> <u>W</u> <u>Y</u>	رُوَاةٌ	'reciters'	(sing. رَاوٍ)
	<u>S</u> <u>R</u> <u>Y</u>	شُرَاةٌ	'salesmen'	(sing. شَارٍ)
	<u>K</u> <u>F</u> <u>Y</u>	كُفَاةٌ	'capable'	(sing. كَافٍ)

i. Pattern FuMuL

Doubled: Short vowel between M and L in most cases does not drop.

This is primarily a broken plural, chiefly for singular nouns and adjectives which have a long vowel in the second syllable.

Strong :	<u>K</u> <u>T</u> <u>B</u>	كُتِبَ	'books'	(sing. كِتَابٌ)
	<u>T</u> <u>R</u> <u>Q</u>	طُرُقٌ	'roads'	(sing. طَرِيقٌ)
	<u>R</u> <u>S</u> <u>L</u>	رُسُلٌ	'messenger'	(sing. رَسُولٌ)
	<u>M</u> <u>D</u> <u>N</u>	مُدُنٌ	'cities'	(sing. مَدِينَةٌ)
	<u>S</u> <u>F</u> <u>N</u>	سُفُنٌ	'ships'	(sing. سَفِينَةٌ)
Doubled:	<u>J</u> <u>D</u> <u>D</u>	جُدُدٌ	'new'	(sing. جَدِيدٌ)
	<u>L</u> <u>S</u> <u>S</u>	لَذٌ	'delightful'	(sing. لَذِيذٌ)

(Note that in the last item the short vowel is dropped.)

تمرين ٥ : تحويل

اعط الجمع كما في الاوزان التالية :

<u>ج - فَعَلَات</u>	<u>ب - فِعال</u>	<u>أ - أفعال</u>
١- حركة	١- جبل	١- ولد
٢- حاجة	٢- رجل	٢- باب
٣- لحظة	٣- حسن	٣- أجل
٤- صلاة	٤- صغير	٤- غرض
٥- صفحة	٥- صعب	٥- سبب
<u>و - فُعَل</u>	<u>ه - فِعل</u>	<u>د - فَعَلَة</u>
١- غرفة	١- مهنة	١- حامل
٢- خطبة	٢- قصة	٢- طالب
٣- مدّة	٣- قيمة	٣- بار
٤- صورة	٤- قطعة	٤- سيّد
٥- حجرة	٥- خطّة	٥- فاعل

ز - فَعْلُهُ	ح - فَعْلٌ	ط - فُعُول
١- قاض	١- كتاب	١- ملك
٢- راوٍ	٢- طريق	٢- بيت
٣- شارٍ	٣- رسول	٣- عمن
٤- كافٍ	٤- جديد	٤- فرق
٥- رامٍ	٥- صحيفة	٥- درس

ي - جموع متنوعة

سبب	طالب	قاض	قطعة	جبل	قصة
طريق	سيد	صفحة	صورة	بيت	لحظة
راعد	رامٍ	مدة	صغير		

د - زمن الفعل: المضارع

D. The Imperfect Tense; Uses of the Indicative.

The main function of the imperfect tense is 'situational'--to depict the current situation, to provide a background against which the events of a narrative take place, or to expound on a topic in an essay or other kind of exposition. The imperfect tense answers the question "How are things?" Thus, the perfect tense narrates completed events, while the imperfect is used for any other kind of activity or condition. In a word, the perfect is the tense of 'becoming' while the imperfect is the tense of 'being'.

1. Meanings of the present indicative.

Specifically, the imperfect indicative has the following kinds of meaning:

(a) habitual action: action that is repeated as a custom or general practice.

Habitual action is usually indicated by such expressions as 'every day', 'usually', 'always', 'sometimes', 'often', etc.

أنت دائماً تعيد ما أقوله أنا .	'You always repeat what I say!'
يمرض دائماً حينما يأكل البطاطس المقلي .	'He always gets sick when he eats fried potatoes.'
لا يدرس دروسه قط .	'He never studies his lessons.'

Habitual action is negated by لا (occasionally ما) or ليس .

(b) Progressive action: action going on at the time in question. This tends to occur with expressions meaning 'at that time', '(right) now', etc.:

ما ذا تدرس هذه السنة؟ 'What are you studying this year?'

The progressive indicative is negated by لا (occasionally لا or ليس)

لا، لا يقرأ جريدة اليوم. 'No, he is not reading today's paper.'

The indicative of verbs of motion does not as a rule have the progressive meaning; for these verbs the active participle must be used, as in

الى أين أنتم ذاهبون الان؟ 'Where are you going now?'

The indicative يذهب means 'he goes' (habitual), etc. but not 'he is going' (progressive).

(c) Future action: action that has not yet even begun, but is predicted for later. The usual sign for this is سوف or س; قد 'perhaps' also signifies future action as a possibility. Time expressions are, for example, 'later', 'tomorrow', 'in five minutes', etc.

سيسافر القطار بعد خمس دقائق. 'The train will leave in five minutes.'

سنراكم غدا. 'We 'll be seeing you tomorrow.'

والان ما ذا ستفعل؟ 'And now what are you going to do?'

Future action is negated by سوف لا 'will not' or, with emphasis, لن plus the subjunctive: 'will never'.

سوف لا يزداد عددا. 'It will not increase in number.'

لن أزور تلك الولاية. 'I will never visit that state.'

The active participle of verbs of motion may also be used for future action, as

المراسلون مسافرون غدا. 'The correspondents are leaving tomorrow.'

(d) Stative: a condition rather than activity, not specified as to time but a generally true statement. In this usage, qualitative verbs for the most part, have an impersonal meaning, usually translatable by 'it is' and an adjective. A few qualitative verbs, such as يَعد, are used with personal subjects and stative meaning.

'You speak Arabic well.'

تتكلم العربية جيدا .

'What do you know about Muhammad Abdo?'

ماذا تعرف عن مُحَمَّد عَبْدُهُ ؟

'You must listen to the news every day.'

يجب عليك أن تستمع الى الاخبار كل يوم .

'It is hard for me to talk fast.'

يصعب عليّ أن أتكلّم بسرعة .

'It is worthy of note that TV is a most effective teacher.'

يجدر بالذكر أن التلفزيون معلم فعّال جدا .

'Beirut is 80 kilometers from Damascus.'

تبعد بيروت عن دمشق ثمانين كيلومترا

(e) Historical narrative: in fiction and other forms of narrative the indicative is often used instead of the perfect tense to narrate events. This use of the imperfect, which corresponds to the 'historical present' of English, lends more vividness to the narrative.

'One of the angels comes forward and says...'

يتقدم ملاك من الملائكة ويقول...

(f) Conditional 'would'. Arabic has no exact equivalent for the English conditional 'would' as in 'I would go if I could' or 'Would you like some coffee?' Notice, however, that in some cases the differences can be expressed by various other means:

'If I can go I will.' (we'll see)

ان استطعت الذهاب ذهبت .

'If I could go I would.' (but I can't)

لو استطيع الذهاب لذهبت .

'Do you like coffee?'

هل تحب القهوة ؟

'Would you like some coffee?'

هل تحب قهوة ؟

'Do you like going with us?'

هل تحب الذهاب معنا ؟

'Would you like to go with us?'

'I would like to say here...'

أحب أن أقول هنا ...

2. Meanings of the past indicative.

It can be seen from the discussion above that the imperfect indicative is not necessarily limited to one particular time. As a matter of fact, the time of the indicative is determined by the context in which it is found. It may be determined by time expressions such as 'now', 'tomorrow', etc. or by قد سوف etc. for

present and future (as illustrated in the previous sections) or by كان or other verbs in the perfect tense for past time. كان plus the indicative produces the following kinds of 'past time':

(a) Past habitual: often accompanied by time expressions such as 'at that time', 'yesterday', etc.; may be translated by English past tense ('I went'), 'used to' ('I used to go') or 'would' ('I would go'), e.g.

كنت ولا أزال أصلي قبل أن أكل . 'I always prayed--and still do--before eating.'

'I always used to pray--and still do--before eating.'

'I would always pray--and still do--before eating.'

Negative:

لم أكن أصلي / كنت لا أصلي . 'I didn't use to pray.'

(b) Past progressive: translated by English 'was/were' plus participle, e.g.

كنت أصلي حين دخلوا عليّ . 'I was praying when they came into my room.'

كانت آتية من المركز الصحيّ . 'She was coming from the Health Center.'

Negative: same as for past progressive.

(c) Past future or rather, 'past predictive' equal to English 'was going to', 'would', e.g.

كنت أعرف أنه سيصلي معنا . 'I knew that he was going to pray with us.'

Negative:

كنت أعرف أنه سوف لا يصلي معنا . 'I knew that he was not going to pray with us.'

(d) Past stative: same as for past progressive; with qualitative verbs, 'it was' plus adjective:

كنت تتكلم العربية جيدا . 'You used to speak Arabic well.'

كان يصعب عليّ أن أتكلم بسرعة . 'It was hard (used to be hard) for me to talk fast.'

Once a past-time context has been established, as, for example, by كان or another verb in the perfect tense, it is not necessary to repeat كان with each verb; illustration:

كان سمير يتكلم العربية ويكتب
رسائله بها .

'Samir used to speak Arabic and write
his letters in it.'

تمرين ٦ في كتاب التمارين .

القسم الثالث : الاصغاء والفهم

أ - استمع الى القطعة المسجلة على الشريط واعمل بما

جاء في تمرين ٧ من كتاب التمارين .

ب - للاصغاء فقط . استمع الى القطعة الغنائية المسجلة

على الشريط . وهي من تأليف جبران خليل جبران

وتلحين (musical score) الاخوين رَحْبَانِي وغناء

المطربة اللبنانية المشهورة فَكْرُوز .

القسم الرابع : المراجعة

للقراءة والاملاء والترجمة

العالم العربي غني بالموارد الاقتصادية والثروات الطبيعية ويرجع ذلك الى عوامل متعددة نذكر منها موقعه المهم عند ملتقى أوروبا وآسيا وأفريقيا ، والمناظر الطبيعية والاثار التاريخية والدينية . وتعد الزراعة موردا أساسيا في معظم البلاد العربية ، فالقسم الاكبر من السكان يعتمد على الزراعة والمنتجات الزراعية . كما يشكل البترول ايضا موردا هاما من الموارد الطبيعية . وقد أصبح انتاج البلاد العربية للبترول ، في السنوات الاخيرة ، يزيد عن ٢٥ ٪ من الانتاج العالمي . وقد أدى استغلال هذه الموارد الطبيعية وغيرها الى نهضة شملت الناحية الاقتصادية والاجتماعية والعلمية . وكان من ظواهر هذه النهضة ارتفاع

مستوى المعيشة في بعض الاقطار العربية ، وتقدم الصناعة
وتأسيس البنوك وبعض المؤسسات الخاصة بالمشاريع الزراعية
والصناعية والتجارية ، وتحسين وسائل النقل ، وتطور
التعليم بمختلف أنواعه .

تمرين ٨ - ١٢ في كتاب التمارين

القسم الخامس : المطالعة الموسعة
الدكتور أحمد زكي أبو شادي (١٨٩٢ - ١٩٥٥)

هاجر الشاعر الكبير الدكتور أحمد زكي أبو شادي من
وطنه مصر ، الى امريكا عام ١٩٤٦ وقد عاش في نيويورك ثم
في واشنطن حيث عمل في اذاعة صوت أمريكا . كان يعمل
sacrificed ليعيش وليؤدي رسالته ذات الطابع الانساني التي ضحى بنفسه
وماله في سبيلها ، دون ان ينسى وطنه مصر ، التي عاش مخلصا
supporting لها ، يؤيد قضاياها ويدافع عن حقها في الحياة والكرامة
الانسانية ، متمنيا ان تسهم من جديد في بناء مجتمع تسود
فيه الحضارة والطمأنينة والسلام .

وقد ظهر لأبي شادي في المهجر عدد من المؤلفات
القيمة مثل " دراسات إسلامية " و " دراسات أدبية " كما أنه
ترك مؤلفات أخرى لم تنشر، بينها مجموعات شعرية مثل
" ايزيس - الانسان الجديد - أناشيد الحياة - النيروز الحر "
ونجد في أعماله هذه دعوة الى فلسفة جديدة مثالية تؤمن

بالعقل وتدافع عن كرامة الانسان والقيم العليا ، وتحارب
الجمود، وتدعو الناس الى السير في طريق الحق والخير والجمال

والحق ان أبا شادي كان اكثر من شاعر وكاتب وأديب
وفنان وناقد وصحفي ومؤلف وطبيب . كان انسانا يحب الخير
للانسانية ويحب الناس جميعا حتى أعداءه . كان مفكرا عظيما
اسهم في بناء النهضة الادبية المعاصرة في مصر والشرق العربي
بكل جهوده منذ ان انشأ مجلة " ابولو " وجماعة " ابولو " عام
١٩٣٢ ، وعُدَّ احد رواد هذه الحركة الشعرية المهمة في تاريخ
الادب العربي الحديث .

ويمتاز شعر أبوشادي بألوانه وموضوعاته المختلفة ،

love

ففيه شعر الغزل ووصف الطبيعة والشعر الفلسفي والشعر الوطني
والتقدمي ، والشعر التمثيلي . كما انه يعد راعداً للمدرسة

الرومانسيّة في الشعر العربي المعاصر ومن الذين بذروا بذور
romanticism; sow

collection
of poems

الواقعية الحديثة في الادب العربي . ودواوين أبي شادي
المطبوعة الثلاثة والعشرون ، وقصصه ومسرحياته العشر تمثل
نتاجا أدبيا غنيا .

كان شاعرنا يؤمن بالانسانية في الثقافة ، فدرس روائع

الادب العربي ، والادب اليوناني القديم والاداب الغربية والشرقية .
وبالرغم من ان الاتجاه الوطني كان ساعدا في شعره ، فانه

brother-
hood

عرف بروح النزعة العلمية ، ودعوته الى الإخاء الانساني . وكان
يقف في الصف الاول مع المدافعين عن حرية الفكر ، يقول " ان
الامم الراقية لن تحترمنا لوأد الفكر كيفما كان ، وانما
تحترمنا لاحترامه " ويقول " ان الأديب العربي في حاجة

كبيرة الى تشرب الحرية، وهذه الحرية هي التي توحى بالتسامح
والترحيب بجميع ألوان الانتاج الأدبي وغير الأدبي " .

ولما توفي شاعرنا في ١٢ نيسان (ابريل) ١٩٥٥ ، في
واشنطن ، حزن عليه العرب في كل مكان وخسرت الانسانية بوفاته
داعيا شجاعا ومفكرا موجها عمل باخلاص وايمان من اجل
تقدمها وازدهارها ومن أجل الخير للناس جميعا .

بقلم : مُحَمَّدٌ عَبْدُ الْمُنْعِمِ خَفَاجِي
أبوشادي في المَهْجَر ،
(القاهرة - لا تاريخ) ص ٢ - ١٠

تمرين ١٣ : في كتاب التمارين

الدرس السادس عشر
القسم الأول : سنة طويلة كاملة

أ - الجمل التمهيدي

- ١ - كَمَّلَ ، كَمَالٌ to complete
قضيت أسبوعاً كاملاً فى مدينة بَـمَـرُوت فى السنة الماضية .
- ٢ - حاورَ ، حوارٌ to talk, discuss, converse
تشتمل قصة " رحلة " على حوار بين فتاة مصرية وشاب هندى .
- ٣ - قَسَا - على ، قَسَوُةٌ / قَسَاوَةٌ قاسٍ (على) - قُـسَاةٌ to be hard, severe
عاش صديقى حياة قاسية اثناء دراسته الجامعية .
قاسٍ (على) - قُـسَاةٌ
- ٤ - اِبْتَعَدَ (عن) ، اِبْتِعَادٌ to keep away from
من الحكمة ان يبتعد الانسان عما يسيء اليه .
(بَعُدَ ، بُعِدَ ، بَعِيدٌ ، بَعْدٌ)
- ٥ - قاطَعَ ، مُقَاطَعَةٌ to interrupt; boycott
قاطع الطلاب الأستاذ اثناء المحاضرة .
- ٦ - اِكْتَشَفَ ، اِكْتِشَافٌ to discover
من المعروف ان كولومبوس اكتشف امريكا سنة ١٤٩٢ .
- ٧ - يَقِيْنٌ certitude, certainty
اننى على يقين من أنه سيحضر فى الوقت المحدد .
- ٨ - رَفَعَ - الى ، رَفَعٌ to drive, urge, push
هناك أسباب كثيرة لاتزال تدفع اللبنانيين الى الهجرة .
(رافع)
- خطَّ الدِّفَاعِ line of defense
٩ - صَحَّ - ، صِحَّةٌ to be right; correct
لا يصح ان تقول ان الشعوب تحب الحرب .
- صَحِيحٌ correct
١٠ - حارِثَةٌ - حَوَارِثٌ event, happen-
ing

اكتشاف اميركا حادثة مهمة فى التاريخ .

(تحدث ، حدث - احداث ، حديث - احاديث)

حديث نبوي

tradition, saying of the prophet

مباشرة

- ١١ directly, immediately

ذهب الاستاذ الى مكتبه مباشرة بعد انتهاء الدرس .

السبب المباشر

direct cause

غير مباشر

indirect

سلب من ، سلب

- ١٢ to take away, steal(from)

اذا لم يتمكن الانسان من المحافظة على حقوقه فقد سلب منه .

حق سلب

usurped right

بلاغ - بلاغات

- ١٣ communique, proclamation, statement

اخبر البلاغ الاول الشعب بوقوع ثورة جديدة .

(بلغ)

انتصر (على) ، انتصار

- ١٤ to triumph, gain victory

حقق العلم انتصارا كبيرا باكتشافه بعض اسباب امراض القلب .

يئس - ، يأس

- ١٥ to despair

العلم لا يعرف اليأس .

بشر

- ١٦ man, human beings

تواجه البشرية مشكلة ازدياد السكان فى جميع انحاء العالم .

بشرية

humanity, mankind

تعامل ، تعامل

- ١٧ to do business with

يجب أن يكون التعامل بين الناس على أساس من الصدق

والاخلاق .

(عمل ، استعمل)

العمل الصالح

good deed

انقص ، انقاص

- ١٨ to (cause to) decrease

انقص مدير الشركة عدد العمال فى شركته .

نقص - ، نقص / نقصان : ناقص - ناقصون

فى الجامعة عدد كبير من الطلاب ولكنه ينقص خلال عطلة الصيف .

فَطَرٌ - ١٩ - فُطِرَ ، فُطُورٌ to breakfast, to break fasting

- يتناول الناس طعام الفطور عادة قبل زهابهم الى اعمالهم .
- يفطر المسلمون الصائمون فى شهر رَمَضَانَ بعد غروب الشمس .

عِيدُ الْفِطْرِ Feast of Breaking the Ramadan Fast
دَلِيلٌ - ٢٠ - guide, directory

- تصدر شركة التليفون دليلا بأسماء المشتركين كل سنة .

(دل على)
دَلِيلٌ - أَدِلَّةٌ / دَلَائِلٌ proof, evidence

الواقِع - ٢١ - reality

- يخلط الكاتب فى تصويره الأدبى بين الخيال والواقع .

(وقع ، موقع)

الواقِعِيَّة realistic, realism

فى الواقِع

as a matter of fact

طَبَعَ - ، طَبَعَ / طِبَاعَةٌ - ٢٢ - to print

- أصبح طبع الكتب والجرائد والمجلات سهلا بفضل الاكتشافات الحديثة .

مَطْبوعاتٌ

publications, printed matter stamp

طَابِعٌ - طَوَابِعٌ

طَابِعُ بَرِيدٍ

postage stamp

كَافَأَ ، مَكَافَأَهُ - ٢٣ - to reward

- تخصص بعض الجمعيات مكافآت خاصة للطلاب المتفوقين .

ضَيَّفَ - ضَيْفٌ - ٢٤

- لا تزال الضيافة تحتل مكانة هامة فى تقاليد العرب .

ضِيَّافَةٌ

hospitality

كَرَمُ الضِّيَّافَةِ

hospitality

إِسْتَلَمَ ، إِسْتَلَامٌ - ٢٥ - to receive

- استلمت الرسالة التى أرسلها لى أخى بعد خمسة أيام .

تَسَلَّمَ ، تَسَلَّمَ

to receive

- ٢٦ - بُئِسَ ، بُئُسٌ : بُئِيسٌ - بُئُساءٌ to be miserable
يُعرف بعض الكتاب العالميين بتصوير البؤس .
- ٢٧ - مَدَّدَ ، تَمَدَّدَ to extend
يحاول المجمع العلميّ تمديد موعد قبول الاقتراحات الخاصه
بالمشروع الجديد .
(مدة ، امتد)
- ٢٨ - زَنْبٌ - زُنُوبٌ crime, misdeed, sin
يحاسب الانسان على ذنوبه .
- ٢٩ - عَرَضَ - عَلَى ، عَرَضٌ to offer, propose
عرض الرئيس على الوزير تمثيل بلاده في الأمم المتحدة .
- مَعْرِضٌ - مَعَارِضٌ exhibition
أقيم معرض فنيّ لرسوم طلاب الجامعة .
- ٣٠ - إِتَّهَمَ ، إِتِّهَامٌ to accuse
وجه لأحد الصحفيين اتهام خلقي بسبب موقفه السياسي
ضد الحكومة وتبين أن التهمة كانت غير صحيحة .
- ٣١ - بَاطِلٌ untrue, false
كانت التهمة التي اتهم بها باطلة .
- تَهْمَةٌ بَاطِلَةٌ false accusation
- ٣٢ - سَجَنٌ - سَجُونٌ jail, prison
ادخل المتهم السجن بتهمة باطلة .
- سَجَنٌ ، سَجْنٌ
- ٣٣ - قَبْرٌ - قُبُورٌ tomb, grave

ب - النص الأساسي :
في عيد القيامة يحتفل المسيحيون بمناسبة قيام المسيح من القبر .

مقدمة

بمن كتاب القصة العربية عدد من القصصيات كـ " صوفي عبد الله " و " جازيئة صدقي " (مصر) ، غادة السمان وكوليت سهيل خوري (سوريا) ، وليلى بعلبكي ولور غرييب (لبنان) ، وسمرّة عزّام

(فِلِسْطِين) ، وناجيّه ثامر (تونس) . وتتناول قصص هؤلاء الكاتبات عادة موضوعات تهم المرأة بصورة خاصة ، أو مشكلات المجتمع بصورة عامة . والقصة التالية للكاتبة العراقية " ديزى الأمير " تصـوـر بعض جوانب الحياة الاجتماعية وهى على شكل حوار بين شاب وفتاة .

النص

قال لها : لقد تعبت بسبب انتظار موعد رؤيتك والحديث اليك . طلبت منك هذا قبل اسبوع كامل . وطلبتـه مرارا . لقد كان أسبوعا قاسيا .

قالت : كننا نمرّ على أيام قاسيه وأسابيع ، وأشهر وسنوات وعمر قد تكون كل لحظة فيه قاسية .

قال : لا ... لن أدعك تبتمدين عن الموضوع الرئيسي الذي أريد التحدث عنه . أنا أحبك و ...

قاطعتـه : منذ متى تدري هذا ؟ هل اكتشفته خلال هذا الأسبوع القاسي ؟

قال : ماذا جرى لك ؟ ولم تتكلمين معي بهذه السخريّة ؟

قالت : لم أكن جادة فى حياتي كما أنا عليه الآن .

قال : صوتك يوجي بكل سخريه الدنيا فى حين أقول لك اني أحبك

قالت : ابي قال نفس هذه العبارة لأمي ثم ... وبعد وفاتها بمدة قصيرة تزوج من أخرى أحبها أيضا .

قال : ما أقوله لك هو اليقين الوحيد فى نفسي .

قالت : كان الحب يقينا عند ابي دفعه الى الزواج من أمي قبل وفاتها .

قال : لا يصح أن تعيشي شكّا مطلقا لاجل حادثة واحدة ... أنا ...

قاطعتـه : حين سافر أخي الى أميركا وعدنا أن يعود الى الوطن .

وكان يكتب أنه يَسْتَخِفُّ الأمريكيات ، وفى رسالة تالية مباشرة حذر موعد زواجه من فتاة اميركية .

قال : لاشك انه أحبها .

قالت : كان يحب فتاة عراقية لا تزال تنتظره الى اليوم .

- قال : لماذا تَحْصُرِينَ أفكارك فى هذه القوقعة الصغيرة . انظرى الى العالم الواسع .
- confiner; snail
- قاطعته : وعدتنا حكوماتنا مدة عشرين سنة من الاحتلال الصهيونى لقسم من فلسطين ، باعادة الحق المسلوب، وفى حرب حزيران كما نسمع البلاغات الحرية تعيد بالانتصار القريب و . . . وأنت تعرف بقية القصة .
- Zionist
- قال : ولم اليأس . الأيام لم تنته والقادة بشر مثلنا لهم أخطاؤهم: لم لا تنظرين الى بقية الناس الذين تتعامل معهم مباشرة .
- قالت : سافرت مرة مع شركة سياحية ذكرت فى الاعلان أن الرحلة التى تنظمها تشمل زيارة عدد من الاقطار مع الإقامة فى فنادق من الدرجة الأولى وتناول وجبات الطعام الكاملة وكانت النتيجة ان انقض من برنامج الرحلة قطران واكتفى بطعام الفطور فى فنادق من الدرجة الثانية . وحين حاسبت المدير على اعلانه كان جوابه : وكيف تريدان ان أحصل على زبائن ان لم الجأ الى هذه الطريقة .
- customers
- قال : هذه طبيعة الأفراد . لم لم تلجأى الى المؤسسات السياحية المعروفة ؟
- قالت : قرأت فى دليل سياحي أسماء الفنادق والمطاعم والأثمان المحددة لها وكان الثمن المذكور فى الدليل لا يتفق مع الواقع . وذكر الدليل عن بعض الفنادق والمطاعم أشياء أعرف أنها غير صحيحة .
- قال : كل هذا الألم بسبب أخطاء ذكرها دليل يسمى نفسه سياحياً ؟! من أدرانا بالمشرفين عليه ؟
- قالت : أنا ادرى . فالدليل هذا يصدر عن مؤسسة سياحية رسمية من الضروري أن تسأل عن كل كلمة مطبوعة فيه .
- ephemeral
- قال : هؤلاء أفراد عابرون واحداث عابرة فلم تعتمرين ما جرى هو السائد ؟
- symbolic
- قالت : وعدتني احدى المجلات بارسال مكافأة رمزية على نشر

(مقال) طلبه رئيس التحرير مني مرارا . لم اطلبهم
بالمكافأة ولم يرسلوها اليّ .

renouncing

قال : السكوت عن طلب الحق اعتراف بالتنازل عنه .

manuscript

قالت : وعدتني دار النشر بطبع كتابي خلال شهر من تسليمها
المخطوطة ، وقد مرت خمسة أشهر والكتاب لم يطبع بعد
وأنا اكتب للدار اطلب منها الغاء العقد لاتفق مع دار
نشر جديدة .

procedure of
doing things,
implementation

قال : تلك الدار مؤسسة حكومية وأنت تعرفين الروتين فسي
دوائرها وأعتقد ان هذا هو المانع عن التنفيذ او عن الاعتذار
عنه .

errand boy

قالت : قال بائع الحلويات انه سيعدها في الساعة الخامسة وجاء
الضيوف وذهبوا في الساعة الثانية عشرة والحلويات لم تصل .
وفي صباح اليوم التالي احضر صبي المحل الحلويات .
قال : وطبعاً لم تستلمها .

punish

قالت : استلمتها لان السبب في تأخر وصولها في موعدها كان
نسيان الصبي لها ، ومعنى عدم استلامها ان يعاقب
الصغير المسكين .

قال : هذه احداث صغيرة تجمعينها لتحولي سعادتك الي بؤس !!
لا ادري لم تتحدثين عنها وكأنها وحدة تامة عامة ؟ فرديتك
تبعث فيّ الخوف ، يجب أن تكون نظرتك عامة انسانية
شاملة واسعة .

parliamentary

قالت : منذ سنوات وحكوماتنا تعدنا بحكم نيابي يعلن خلال فترة
انتقالية عينت مدتها . وفي كل مرة تكاد ان تنتهي فيها
تلك الفترة الانتقالية تعود لتمديدها .

قال : الذنب ذنب الشعب . ذنب المفكرين . ذنب الكتاب .
ذنب الصحف . ذنب كل من يستطيع ان يسمع صوته
للمسؤولين ويسكت .

قالت : كان لنا جار يملك صحيفة خصصها للقضايا الوطنية العامة .

tempting

عرضت عليه محاولات مَغْرِبِيَّة لشرائه فرفض فاتهم بتهمه اخلاقيه يعلم كل الناس أنها باطله. وسجن الرجل وعذب ومات تحت التعذيب .

drizzle

قال : إنه بطل ، هذا بطل يجب ان يحج الى قبره .
قالت : لقد قاطع الاصدقاء والمعارف بيته . قاطعوا أفراد أسرته مخافة ان يصل اليهم رِزَانُ مما وصل الى البطل .
قال : ما علينا من كل هذا ... ما علينا منه . أنا أحبك ...
لقد انتظرت سنة طويلة كاملة لأقول لك هذا .

reveal

قالت : ولم انتظرت سنة طويلة كاملة لتقول هذا ؟
قال : كنت أريد التأكد من مشاعري قبل أن أُبوحَ بها .
قالت : اما أنا فقد قضيت هذه السنة الطويلة الكامله اتسائل : متى سييوح لى بحبه ! ثم بدأت اتسائل اتراه سييوح لى بحبه !
ثم صرت اتسائل اتراه يحبنى ؟
قال : حى لك هو اليقين الأكبر فى حياتي .
قالت : بعد سنة طويلة كاملة من الانتظار ، اصبح الشك هو اليقين الأكبر فى حياتي .

حَزيران ١٩٦٨

ريزى الأمر

"ثُمَّ تَعُودُ الْمَوْجَةُ"

منشورات دار الآداب (بيروت ١٩٦٩)

صفحات ١٤٣ - ١٤٩ بتصرف

ج - تمارين

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

- ١ - اذكر اسماء بعض القصصيات فى العالم العربي ؟
- ٢ - ماذا تتناول قصص الكاتبات العربيات بصورة عامة ؟

*** **

- ٣ - لماذا كان ذلك الأسبوع قاسيا بالنسبة الى الشاب ؟
- ٤ - ما هو الموضوع الرئيسي الذي كان يريد التحدث عنه ؟
- ٥ - لماذا لا تصدق الكاتبة الشاب عندما أعلن عن حبه لها ؟
- ٦ - كيف فسر الشاب عدم أنتصار العرب فى حرب حزيران ؟
- ٧ - ماذا ذكرت الشركة السياحية فى إعلانها ؟
- ٨ - ما هى اخطاء الدليل السياحي التى اشارت اليها الكاتبة ؟
- ٩ - لماذا لم تحصل الكاتبة على المكافأة التى وعدتها بها المجلة ؟
- ١٠ - لماذا طلبت الكاتبة الغاء المقدم مع دار النشر ؟
- ١١ - لماذا استلمت الكاتبة الحلويات رغم انها وصلت متأخرة جدا ؟
- ١٢ - كيف مات الصحفي الذى اشارت اليه القصة ؟
- ١٣ - لماذا انتظر الشاب سنة كاملة قبل ان يخبر الفتاة بحبه ؟
- ١٤ - هل آمنت الكاتبة بحب الشاب لها ؟
- ١٥ - كيف يمكنك أن تصف مشاعر الكاتبة عندما ألفت هذه القصة القصيرة ؟

تمرين ٢ : ترجمة - تبديل

- | | |
|------------------------------------|--|
| 1. how he did it | 11. which of the boys took the book |
| 2. where he went | 12. what he specialized in |
| 3. what he is known for | 13. why he left school |
| 4. when she'll arrive | 14. who he got in touch with |
| 5. which university he studied in | 15. who cooked this meal |
| 6. why it hasn't arrived yet | 16. which party he belongs to |
| 7. whether he knows Arabic or not | 17. how long this road is |
| 8. how many times he saw her | 18. what the distance between New York and Washington is |
| 9. what he is talking about | 19. what he has |
| 10. how much he bought it (m.) for | 20. why you are talking about it |

القسم الثاني : القواعد

A. The Verbal Noun and its Constructions

أ . المصدر وتراكيبه

One way in which a verbal noun differs from other nouns is that it shares some of the characteristics of a verb. For one thing, both verb and verbal noun refer to some kind of action or state of being: وصلنا 'we arrived', 'arrival'. For another, both verb and verbal noun may enter into constructions which mention the performer of the act (the 'actor') and/or the recipient of the action (the 'goal'). Compare the following two items, the first containing the verb وصل , and the second the corresponding verbal noun وصول :

- | | |
|----------------|---------------------------|
| • وصلت السفينة | 'The ship arrived.' |
| • وصول السفينة | 'the arrival of the ship' |

In both of these, the actor is 'the ship'; that is, it is the ship which is indicated as doing the arriving. But the word representing the actor (السفينة) has a different grammatical role in the two constructions: in the first it is the subject of the verb and is in the nominative case; while in the second it follows the verbal noun in an idafa and is in the genitive case. Given below are illustrations of the various ways in which actor and/or goal are expressed grammatically in verbal noun constructions, with corresponding verb constructions preceding each for comparison. Note that the verb constructions are clauses, which can function as complete sentences; while the verbal noun constructions are only noun phrases, which function as elements within sentences, such as subject, predicate, object, and so on. The verbal noun phrases in the sentences below are underlined.

a. Constructions in which actor is mentioned

(1) Actor is expressed as second term of idafa, or as pronoun suffix.

- | | |
|------------------------------------|--|
| • وصلت السفينة الى الاسكندرية | 'The ship arrived in Alexandria.' |
| • تأخر وصول السفينة الى الاسكندرية | ' <u>The arrival of the ship in Alexandria</u> was delayed.' |
| • تأخر وصولها الى الاسكندرية | ' <u>Its arrival in Alexandria</u> was delayed.' |

(2) Goal is expressed by a noun in the accusative, or by a phrase consisting

of the preposition ل and noun object (genitive) or pronoun suffix.

- رفعت الحكومة الضرائب 'The government raised taxes.'
- من اسباب هجرتهم رفع الحكومة الضرائب 'Among the reasons for their emigration was the government's raising of taxes.'
- الضرائب • او: رفع الحكومة للضرائب

(3) A second goal, if any, is expressed by an accusative:

- علم كريم ابنه الفرنسية 'Karim taught his son French.'
- اغضبهم تعليم كريم ابنه الفرنسية 'Karim's teaching his son French angered them.'

b. Constructions in which no actor is mentioned

In verb constructions having an active verb, the actor is always indicated by the subject marker and/or a separate subject; in those with a passive verb the actor is not mentioned. In verbal noun constructions the actor may be mentioned, as in a above, or not, as below.

(1) Goal is expressed as second term of idafa, or a pronoun suffix.

- شربنا الخمر 'We drank wine.'
- شرب الخمر 'Wine was drunk.'
- شرب الخمر ممنوع 'Drinking wine is forbidden.'
- شربه ممنوع 'Drinking it is forbidden.'

Note that the goal here (where there is no actor) is expressed in exactly the same way as is the actor (when there is one); see a(1) above. Thus شربه might mean either 'drinking it' (action and goal) or 'his drinking' (actor and action).

(2) A second accusative, if any, may also be expressed.

- اختاروا كريماً نائباً 'They chose Karim as a representative.'
- أختير كريم نائباً 'Karim was chosen as a representative.'
- ادهشنا اختيار كريم نائباً 'Karim's being chosen as a representative astonished us.'

Note that an Arabic verbal noun may be translated, according to the context, as an English active or passive gerund; thus اختياره للنائب 'his choosing the representative' but اختياره نائباً 'his being chosen as representative'. The former corresponds to an active verb construction اختيار النائب

'he chose the representative'; the latter to a passive أختير ناعبا 'he
was chosen as representative'.

*** *** ***

In both a and b above, if the verbal noun is that of a verb which requires a preposition before its object (verb-preposition idiom), then the goal of the verbal noun also is expressed as the object of that preposition:

- حصلت على درجة عالية 'She obtained a high degree.'
- يتطلب الحصول على درجة عالية 'Obtaining a high degree requires great efforts.'
- جهودا كبيرة •
- تمرين ٣: تبين التراكيب اللغوية •
- ترجم الى الانكليزية مبينا استعمال المصدر وعلاقته بالكلمات التي تليه
من ناحية المعنى وذلك كما في المثل التالي :

Translate identifying the function of the verbal noun and its meaning relationship to the words that follow it as in the following example:

^١The Bedouin is known for his honoring
of the visitor.'

• يَعْرِفُ البدوي باكرام الزائر

object of a preposition

اكرام

second part of Idafa whose first
part is اكرام •

الزائر

١. وعدوا باعادة الحق الى اهله مباشرة •
٢. السكوت عن طلب الحق اعتراف بالتنازل عنه •
٣. مرَّ شهر على استلامها الرسالة •
٤. السبب في تأخر وصول الحلويات نسيان الصبي لها •
٥. هاجروا مخافة ان يموتوا جوعا •

تمرين ٤ و ٥ في كتاب التمارين •

B.

ب • تمارين عامة

تمرين ٦ : دراسة المفردات

One common meaning of the form X pattern is "to think (something), to be (something)", for example 'استسهل 'to think (something) easy'. Another is "to seek (something)".

أ - تحويل :

حوّل عبارة "اعتبر + صفة" الى وزن "استفعل" كما في المثال التالي :

He considered the problem easy.

اعتبر المسألة سهلة ←

He thought it easy.

استسهلها •

- | | | | |
|----|----------------------|----|----------------------|
| ٠١ | اعتبر المشكلة صعبة • | ٠٥ | اعتبر الفكرة قبيحة • |
| ٠٢ | اعتبر الحرب بعيدة • | ٠٦ | اعتبر عدوّه صغيرا • |
| ٠٣ | اعتبر الخبر غريبا • | ٠٧ | اعتبرني ضعيفا • |
| ٠٤ | اعتبر العمل حسنا • | ٠٨ | اعتبر المكان قريبا • |

ب - تحويل

حول عبارة "طلب + اسم" الى وزن "استفعل" كما في المثال التالي :

طلب علما ← استعلم • He asked for information. He inquired.

- | | | | |
|----|---------------|----|------------|
| ٠١ | طلب عوننا • | ٠٤ | طلب خبرا • |
| ٠٢ | طلب تفسيراً • | ٠٥ | طلب فهما • |
| ٠٣ | طلب زيادة • | ٠٦ | طلب رحمة • |

تمرين ٧ : دراسة المفردات

أ - (أ م ن)

to be safe; feel safe

٠١ أَمِنَ ، أَمِنَ / أَمَانٌ

safety; peace; protection

أمان

in God's protection, i.e., goodbye (esp. Iraq)

في أمان الله

أُمنَ على نفسه من الموت بعد ان انتهت الحرب •
سأراك غدا ، والان ، في أمان الله •

to insure

٥٢. أَمَّنَ عَلَى ، تَأْمِينٌ

insured

مؤمن عليه

insurance

تأمين

fire insurance

تأمين ضد الحريق

life insurance

تأمين على الحياة

insurance company

شركة تأمين

أُمنّت على سيارتي في احد شركات التأمين الكبرى في الاسبوع الماضي ،
فهى الان مؤمن عليها •

أمن صديقي على حياته في احدى شركات التأمين الاجبية • انه لا يريد
أن يؤمن على بيته ضد الحريق •

to believe

٥٣. آمَنَ (ب) ، ايمان

believer

مؤمن - مؤمنون

بعد انتشار دعوة النبي محمد آمن اكثر العرب بالاسلام •
قال النبي محمد : لا يؤمن احدكم حتى يحب لاخته ما يحب لنفسه •
كان الخليفة يلقب بأ مير المؤمنين •

reliable, honest

٥٤. أمين - أُمْنَاءُ

treasurer; cashier

امين المال
امين الصندوق

Secretary General

امين عام

treasury department

امانة الصندوق

secretariat general

امانة عامة

• كان النبي محمد يعرف في صغره بـ "محمد الامين" •

• قام الامين العام للامم المتحدة بزيارة لبعض الدول الافريقية •

Amen

• آمين

• خلال الصلاة يقول الناس عادة (آمين) عدة مرات •

ب - ر أ س

to be at the head, be the chairman

• ١ رَأْسَ - ، رِئَاسَةً

to be at the head, be the chairman

• ٢ تَرَأَسَ ، تَرَأُسُ

اجتمع وزراء خارجية الدول العربية في الرباط ، وقد ترأس الجلسة

الاولى وزير خارجية المغرب •

head

• ٣ رَأْسٌ - رُؤُوسٌ / أُرُوسٌ

• يحتوي الرأس على العينين والاذنين وغيرها •

very gladly, at your service

علي الرأس والعين

directly

رأساً

upside down

رأساً على عقب

from head to toe

من الرأس الى القدم

bridgehead

رأس الجسر

New Year

رأس السنة

capital (financial)

رأس مال - رؤوس اموال

capitalistic; capitalist

رأسمالي

capitalism

رأسمالية

head; chieftain, president, director, chairman

٠٤ رُئِيسٌ - رُؤُساٌ

editor-in-chief

رئيس التحرير

chief of a municipality, mayor

رئيس البلدية

chairman of department

رئيس قسم

prime minister, premier

رئيس الوزراء (الوزارة)

the president

رئيس الجمهورية

وقد حضر الاحتفال رئيس الجمهورية ورئيس الوزراء والوزراء وكبار
المسؤولين .

leadership, chairmanship, presidentship

٠٥ رِئَاسَةٌ = رِياسَةٌ

premiership

رئاسة الوزارة

presidency, presidentship

رئاسة الجمهورية

لقد عين امينا في رئاسة الجمهورية .

a subordinate

٠٦ مَرُؤُوسٌ - مَرُؤُوسُونَ

هذا واجبنا جميعا رئيسا ومرؤوسين .

main, chief

٠٧ رُئِيسِيٌّ

leading role

دور رئيسي

principal cause, main reason

سبب رئيسي

main street

شارع رئيسي

تعتبر الصحافة من العوامل الرئيسية في النهضة الحديثة .

تمرين ٨ و ٩ في كتاب التمارين .

We have seen that the indicative mood is used with habitual, progressive, future, stative, or historical narrative meaning. We will now summarize the uses of the subjunctive, jussive, imperative and energetic moods.

1. Subjunctive mood.

The occurrence of the subjunctive is completely predictable in that it occurs only after certain particles:

(a) على ان 'until', الى ان 'that' plus its combinations, such as 'on condition that', ان لا 'that not', etc.

These conjunctions 'nominalize' the following clause, permitting it as a unit to function as a noun does--as subject, object of verb predicate, or object of preposition. In an ان -clause the action of the verb has not been realized, but is treated in the abstract, like a verbal noun. Compare:

نريد ان تذهب 'We want you to go.'

نريد زهابك 'We want you to go.'

Note: ان may have future or past meaning

قبل ان يموت 'before he dies'

'before he died'

(b) purpose words: حتى ، لان ، لكي ، كي 'in order that';

ليكيلا 'in order that...not'; ف ، و 'in order that; lest' (after

an imperative, a wish, or a negative clause).

ماذا علي ان افعل لادخل الجنة ؟ 'What must I do to enter Heaven?'

سابقى في امريكا حتى احصل على شهادة الدكتوراة . 'I'll stay in the U.S. until I get my doctorate.'

(c) after لن 'will never': negation of future action:

لن انسى وطني 'I will never forget my homeland!'

2. Jussive mood.

The jussive is used for two quite different functions: as an imperative and as a perfect tense.

(a) in indirect commands, for first person ('let's'), third person ('have him...', 'make him...', 'let him...'), and sometimes for second person. It is normally preceded by the command particle **ل**, and, in the third person, by **فل** (for **فل**).

- | | |
|--|--|
| • تَعَالُ نَشْرَبْ | 'Come, let's drink!' |
| • لِنَعُدَّ إِلَى حَيَاةِ الْقَرْيَةِ | 'Let's return to village life.' |
| • قَالَ "لِيَكُنْ نَوْرٌ" فَكَانَ نَوْرٌ | 'He said, "Let there be light" and there was light.' |
| • فَلْيَحْضُرْ حَالًا | 'Have him come here immediately.' |
| • فَلْتَعُدْ لَأَهْلِكَ | 'May you return, let it be that you return to your people' |

(b) in negative commands after **لا**

- | | |
|----------------------------------|-------------------------------------|
| • لَا تَبْكَرْ وَلَا تَتَأَخَّرْ | 'Don't be early and don't be late.' |
|----------------------------------|-------------------------------------|

(c) as a perfect tense. The jussive is equivalent to the perfect tense.

(1) after **لم** **يقول شيئا**: 'He didn't say anything.'

(2) after **ان** 'if' and in sentences with conditional force:

- | | |
|------------------------|------------------------------------|
| • ان تَدْرُسْ تَنْجَحْ | 'If you study you will succeed.' |
| • مَنْ يَعْشُرْ | 'He who lives will see.' (proverb) |

3. Imperative mood.

The imperative mood is used for direct commands. It is found, of course, only in the second person.

- | | |
|-------------------------------|---|
| • اترجم ما يلي الى الانكليزية | 'Translate the following into English.' |
|-------------------------------|---|

Special use: the imperative may be used in a clause with conditional force, with the verb in the result clause being put in the jussive.

عِشْ قَدِيمًا تَكُن مَلِكًا •

'Live contented and you will be a king.'
(proverb) (= 'if you live contented!...')

4. Energetic mood.

This is the imperative or jussive mood with an energetic suffix - ^{نَ} or ^{نْ} added for emphasis. This is extremely rare in modern Arabic, being primarily Koranic or poetic.

اِذْهَبْنَ / اِذْهَبَنَّ 'Go!'

لَا تَقْتُلَنَّ 'Thou shalt not kill!'

لِيَفْهَمَنَّ 'Let him surely understand!'

In suffixing ^{نَ} and ^{نْ}, the long vowels ii and uu are shortened لا ^{نَ} (fem. sg.); ^{نَ} becomes ^{نْ} after dual ل , and ^{نَ} and ^{نْ} become ^{نَ} and ^{نْ} in the feminine plural form: لِيَذْهَبْنَ.

تمرین ۱۰ : تحویل

حول بواسطة "من" ، "إن" و "الامر" كما في المثل التالي :

درس - نجح ←

من يدرس ينجح ←

ان تدرس تنجح ←

ادرس تنجح

۰۶ ساوی بین المواطنین - قضی علی

۰۷ نشر التعليم - قضی علی الجهل

۰۸ احترام الناس - اکتسب حبهم

۰۹ اخلص لزوجته - اخلصت زوجته له

۰۱۰ تسامح مع الناس - كافأه الله

۰۱ عاش - رأى

۰۲ ثار - سجن

۰۳ زارني - اكرمه

۰۴ ابتعد عن المشاكل - استراح

۰۵ واصل جهوده - حقق اهدافه

تمرین ۱۱ في كتاب التمارین •

القسم الثالث : الاصغاء والفهم

استمع الى القطعة المسجلة على الشريط واعمل بما جاء
في تمرين ١٢ من كتاب التمارين .

raw materials

خامات

القسم الرابع : المراجعة

للقراءة والاملاء والترجمة

معظم سكان العالم العربي عرب مسلمون . ولكن هناك
اقلية تنتمي الى اديان وقوميات أخرى . ومن بين الاقلية التي
تتكلم بغير العربية " البربر " في شمال افريقيا والاكرد
في العراق . ومن الناحية الدينية أن المسيحية هي دين
أكثر الاقلية . وتقوم علاقة هذه الاقلية بالدول التي
تعيش فيها على مبادئ الحرية والمساواة . وبالرغم من
محافظة هذه الاقلية الدينية والقومية على لغاتها وعاداتها
وتقاليدها ، الا ان الثقافة العربية أثرت فيها كثيرا . كما
ان هذه الاقلية نفسها أثرت في الثقافة العربية عن طريق
مشاركتها في بناء النهضة الاجتماعية والسياسية والثقافية .

تمرين ١٣ - ١٥ في كتاب التمارين

القسم الخامس : المطالعة الموسعة القصة العربية المعاصرة واعلامها

kinds

لقد عرف العرب منذ العصر الجاهلي الوانا من الادب

a genre of

Arabic rhythmic

prose

القصصي ، كالقصص التي تتناول أيامهم وحروبهم ، والمقامات وقصص ألف ليلة وليلة ، غير ان القصة بمفهومها العربي فن جديد في الادب العربي الحديث ، وقد بدأت بالظهور في أواسط القرن التاسع عشر ، وأسهم في تطورها ما ترجم الى العربية من القصص والروايات الغربية ، ومرت في عدة مراحل .

مراحل القصة

أ - مرحلة المقامات : و " المقامة " فن عربي قديم يعتمد

rhymed prose;
narrator; used

على السجع ، وعنصري : الراوي والبطل ، وقد استُخدمَ هذا الاسلوب عدد من كتاب القرن التاسع عشر ، في تصوير الجوانب المختلفة لحياة المجتمع . وتعتبر محاولة محمّد المُوَيْلّحي " حديث عيسى بن هشام " (١٨٩٨) مقدمة للرواية العربية الحديثة في اسلوبها ، وتطور أشخاصها .

arabicization

ب - مرحلة التعريب والترجمة : وهي مرحلة شهدت محاولات

لتعريب قصص غربية أي وضعها في جو عربي ، واستعمال

performing

اسماء عربية ، أو ترجمتها الى العربية من غير إجراء تغيير أساسي فيها . وفي هذه المرحلة تحررت القصة من

embellishment

السجع و الزُخْرُف الذين عرفت بهما المقامات ، وتحسنت القصة من الناحية الفنية .

	ج - مرحلة تأليف القصة العربية الحديثة : لقد ساعدت
original	المحاولات السابقة على ظهور أعمال قصصية <u>أصيلّة</u> باللغة
	العربية وكانت بينها القصة التاريخية ، والاجتماعية
amorous	والغرامية •
	واشتهر جرجي زيدان (١٨٦١ - ١٩٤٨) بكتابتة
	الروايات التاريخية التي بلغت " ٢١ " احدى وعشرين رواية
	تناول فيها مراحل التاريخ الاسلامي وتاريخ مصر •
	وكتب جبران خليل جبران (١٨٨٣ - ١٩٣١) عددا من
symbolic	القصص التي عرفت بطابعها الرومنطيكي والرمزي •
Zaynab	ويميل مؤرخو الأدب الى اعتبار رواية " <u>زَيْنَب</u> " التي
	ألفها محمد حسين هَيْكَل عام ١٩١٢ ، نقطة تحول في القصة العربية
	من حيث توافر العناصر الفنية في هذه القصة ، وحوادثها تدور
Lower Egypt	في <u>الرّيفِ المِصرّيّ</u> " مصورة " حياة الفلاحين ، وتقاليدهم
	وعاداتهم وجمال الطبيعة بأسلوب تغلب عليه النزعة الرومانتيكية •
	وازدهرت بعد ذلك القصة ازدهارا كبيرا في الاقطار العربية
	المختلفة لاسيما مصر وسوريا ولبنان والعراق ، وتعددت
	ألوانها وموضوعاتها ، فهناك القصة التاريخية ، والقصة
	التحليلية التي تعتمد على التحليل النفسي ، والقصة
	الاجتماعية ويمثلها عدد كبير من الكتاب وفي مقدمتهم محمود
	تيمور (١٨٩٤ -) الذي يعد من أعلام القصة المصرية
pure	المعاصرة ، وقد تطورت قصصه من الواقعية <u>الصّرفة</u> الى التحليل
	لاسيما في رسم الشخصيات •
tendency, position	وتتميز قصص توفيق الحكيم <u>بنزعة</u> اجتماعية في " <u>عَوْدَةُ</u>

الرَّوْحِ " وروحية في " عَصْفُورٌ مِنَ الشَّرْقِ " .
ولطه حسين مكانة عالية في تاريخ القصة ، ولعل من
أهم أعماله سيرته الذاتية " الأيَّام " التي تتناول مرحلتين
من مراحل حياته ، الأولى مرحلة القرية ، ومرحلة الدراسة في
الأزهر .

his skills;
Significance
trilogy

ويعتبر نجيب محفوظ (١٩١٢ -) من أهم كتاب القصة
في العالم العربي ، وقد نالت أعماله شهرة عالمية ، لا بسبب
براعته الفنية فحسب ، بل لتناول موضوعات ذات مغزى عالمي
ايضا . وقد اشتهرت من أعماله بصورة خاصة ثلاثيته " بين
القصرين " و " قصر الشوق " و " السكرية " التي نشرت
عامي ١٩٥٦ و ١٩٥٧ وفيها نجد وصفا دقيقا لحياة أسرة مصرية
منذ الحرب العالمية الأولى حتى ما بعد الحرب العالمية الثانية
ومن خلالها نرى مصر بكل أحداثها السياسية والاجتماعية وقيمها
الثقافية والفكرية والروحية .

ومن كتاب القصة في الاقطار العربية الأخرى ، سهيل
إدريس وحليم بركات (لبنان) والطيب صالح (السودان)
وشاكير خصياك ونهاد التكرلي (العراق) .

من المصادر : الجندي ، أنور - القصة العربية المعاصرة تطورها

وأعلامها (القاهرة ، بلا تاريخ)

خفاجي ، محمد عبد المنعم - الادب العربي الحديث ومدارسه

(القاهرة ، بلا تاريخ)

تمرين ١٦ : في كتاب التمارين

الدرس السابع عشر
القسم الأول : نماذج من الشعر العربي الحديث

أ - الجميل التمهيدية

- ١ - إِسْتَجَابَ (ل) ، إِسْتِجَابَةٌ to answer, grant
استجاب رئيس الجامعة لرغبات الأساتذة والطلاب .
(جواب ، أَجَاب)
- ٢ - إِنْكَسَرَ ، إِنْكَسَارٌ to break, get broken
وقعت ساعتى على الأرض فانكسرت .
إِنْكَسَارُ الْقَلْبِ dejectedness;
despondency
- ٣ - عَانَقَ ، عِنَاقٌ / مُعَانَقَةٌ to embrace
عانق الشاب زوجته معانقة حارة بعد عودتها من السفر .
- ٤ - كَائِنٌ - كَائِنَاتٌ creature, being
الانسان كائن من الكائنات الحية .
(كان ، كَوْنٌ ، تَكْوِينٌ ، كَوْنٌ)
- ٥ - غَسَلَ - ، غَسْلٌ to wash
غسل اليدين واجب قبل الأكل ومعه .
غَسَّالَةٌ - غَسَّالَاتٌ washing machine
- ٦ - نَافِذَةٌ - نَافِذَاتٌ / نَوَافِذٌ window
فى الصف نافذتان احدهما صغيرة والأخرى كبيرة .
- ٧ - قِطَارٌ - قِطَارَاتٌ train
القطارات كوسيلة نقل فى امريكا تواجه أزمة اقتصادية .
- ٨ - حَبَّ - ، حُبٌّ : حَبِيبٌ - أَحِبَّاءُ / أَحِبَابٌ / أَحِبَّةٌ to love
تقرأ لبعض الشعراء وتحس كأن لكل منهم أكثر من حبيبة .
(أَحَب)
- ٩ - حَجَزَ - ، حَجَزٌ to reserve
يحجز المسافرون أمكنتهم فى الطائرات قبل السفر .

- ١٠ - غُرْفَةٌ - غُرُفَاتُ / غُرْفٌ room
يحجز السواح غرفهم فى الفنادق قبل سفرهم .
غُرْفَةُ الْأَكْلِ dining room
غُرْفَةُ النَّوْمِ bedroom
الغُرْفَةُ التِّجَارِيَّةُ أو غُرْفَةُ التِّجَارَةِ Chamber of Commerce
١١ - قَمَرٌ - أَقْمَارٌ moon
وصل الانسان الى القمر لأول مرة فى صيف ١٩٦٩ .
القَمَرُ الصِّنَاعِيّ satellite
١٢ - أَتَى - ، أَتَى / إِتْيَانٌ to arrive, come
انتظرتة فى المطعم ولكنه لم يستطع ان يأتى بسبب مرضه .
١٣ - سَهَرَ - ، سَهَرَ stay up late
قضى الليل ساهرا بعد نفسه للامتحان .
سَهْرَةٌ - سَهَرَاتٌ evening gathering
حَفْلَةٌ سَاهِرَةٌ evening party
١٤ - بَرِيدٌ post, mail
جاءته الرسالة بالبريد الجوى .
بَرِيدٌ جَوِّيٌّ air mail
بَرِيدٌ بَحْرِيٌّ surface mail
دَائِرَةُ الْبَرِيدِ post-office
بَرِيدٌ عَادِيٌّ regular mail
١٥ - بَحَّارٌ - بَحَّارُونَ / بَحَّارَةٌ sailor
عاد البحار الى وطنه بعد مدة طويلة قضاها مسافرا .
(بحر)
١٦ - صَانَ - ، صَوَّنَ / صِيَانَةٌ to preserve, maintain
أصبحت وزارة الدفاع مسؤولة عن صيانة الأمن فى البلاد .
١٧ - ثَائِرٌ - ثَائِرُونَ / ثَوَارٌ rebel, revolutionary
احتل الثوار دار الاناعة ومركز القيادة العامة .
ثَارَ - ، ثَوَّرَ to rebel
ثَوْرَةٌ - ثَوَرَاتٌ

- ١٨ - حُلْمٌ - أَحْلَامٌ dream,
 كان الوصول الى القمر حلما ولكنه تحقق .
 ١٩ - ظَنٌّ - ظُنُونٌ doubt, suspicion
 وضع في السجن بسبب ظنون دارت حوله .
 ظَنٌّ - ظُنٌّ to think
 ٢٠ - خَلَصَ ، تَخْلِيصٌ to save
 جاء الانبياء لتخليص البشرية .

ب - النص الأساسي

مقدمة

نماذج من الشعر العربي الحديث .
 شهد الشعر العربي الحديث تجديدا في موضوعاته وشكله ولغته ، فبدأ
 يعتمد عن الموضوعات التقليدية ، ويتناول الحياة بمختلف نواحيها بأسلوب
 طبيعي مباشر ، كما يظهر ذلك من النماذج التالية :

*** **

١ - من قصيدة " إرادة الحياة "

لأبي القاسم الشابي (تونس) ١٩٠٩ - ١٩٣٤

the Fates	فلا بدَّ ان يستجيب القَدْرُ	اذا الشعب يوماً أراد الحياة
to clear up	ولا بد للقيـد ان ينكسر	ولا بد لليل ان ينجلي
to evaporate; be obliterated	تبخرَ في جوها وأندشُرَ	ومن لم يعانقه شوق الحياة
woe to; slap	من صُفَعَة العدم المنتصر	فَوَيْلٌ لمن لم تشقه الحياة*
hidden	وحديثي روحها المُستتر	كذلك قالت لى الكائنات

أغاني الحياة ، (تونس ، ١٩٦٦)

ص ٢٤٠

consolation

٢ - عَزَاءُ

لَمَبْدُ الْوَهَّابِ الْبَيَّاتِي (العراق)

(١٩٢٦ -)

مدينتي بعيدة

لا تلعب بالنار

أنا إذا اخترت مصرى

آه لا أختار

فلتغسل الأمطار

نافذتى

وليقبل النهار

فلم أعد انتظر القطار

عَزَائِي الْوَحِيد

ان أكتب في حبيتي الأشعار

my consolation

" كلمات لا تموت " ط ٢ ،

(بيروت ، ١٩٦٩) ص ٧٤٢

- ٣ -

من " كتاب الحب "

لنزار قباني (سوريا)

(١٩٢٣ -)

reserved; room; moon

week-end

لقد حجزت غرفة لاثنتين في بيت القمر

نقضى بها نهاية الأسبوع يا حبيبتى

فنادق العالم لا تعجبني

الفندق الذى أحب ان أسكنه هو القمر

لكنهم هناك يا حبيبتى

لا يقلبون زائرا يأتي بغمر امرأة

فهل تجيئمن معي ..

يا قمرى .. الى القمر ؟

come

" كتاب الحب " ، (بيروت ، ١٩٧٠)

ص ١٨

٤ - من قصيدة " فى انتظارِ العائدين "

لمحمود درويش (فلسطين)

(١٩٤٢ -)

وتصور فيها انتظاره للعائدين من أبناء فلسطين ، وتأكيده على البقاء فى وطنه .

huts; sand

أَكْوَاحُ احبَابِي عَلَى صَدْرِ الرَّمَالِ

وَأَنَا مَعَ الْأَمْطَارِ سَاهِرٌ ..

Ulysses

وَأَنَا ابْنُ عُولَيْسٍ الَّذِي يَنْتَظِرُ الْهَرِيدَ مِنَ الشَّمَالِ

نَادَاهُ بَحَارٌ ، وَلَكِنْ لَمْ يَسَافِرْ

anchor; vessels, boats; to take aside

لَجَمَ الْمَرَائِبِ ، وَانْتَحَى أَعْلَى الْجِبَالِ

- يَا صَخْرَةَ صُلَى عَلَيْهَا وَالِدِي لِتَصُونَ ثَائِرَ

pearls

أَنَا لَنْ أَبِيعَكَ بِاللَّائِي

أَنَا لَنْ أَسَافِرْ ..

لَنْ أَسَافِرْ ..

لَنْ أَسَافِرْ .

"عاشق من فلسطين"، ط ٢

(بيروت ، ١٩٦٩) ص ٥٥ - ٥٦

٥ - من قصيدة " أَغْنِيَةُ إِلَى اللَّهِ "

لصالح عبد الصبور (مصر)

(١٩٣١ -)

weaver

يَا رَبَّنَا الْعَظِيمَ ، يَا مَعَذِبِي

يَا نَاسِجَ الْأَحْلَامِ فِي الْعَيُونِ

يَا زَارِعَ الْيَقْمَنِ وَالظَّنُونِ

sorrow

يَا مَرْسِلَ الْأَلَامِ وَالْأَفْرَاحِ وَالشَّجُونِ

اخْتَرْتِ لِي ،

tremendous(ly); to pain

لَشَدِّ مَا أَوْجَعْتَنِي

أَلَمْ أَخْلَصْ بَعْدَ ،

أَمْ تَرَى نَسِيتَنِي ؟

الويل لى ، نَسِيتَنِي ... نَسِيتَنِي ... نَسِيتَنِي ...

"احلام الفارس القديم"، (بيروت ،

- ٣٣٩ -

١٩٦٤) ص ٣٣ - ٣٤

القسم الثاني : القواعد

A. أ . وظائف اسم الفاعل

The active participle combines the functions of both adjectives and verb. As an adjective it can modify a noun in noun-adjective phrases; as an adjective it can also perform those nominal functions that adjectives perform, such as subject, predicate, object of preposition or verb, a term in an idafa, etc. The participle can in addition function as a hal.

As a verb, the participle can take a direct object (in the accusative), an indirect object or a cognate accusative and be modified in the ways that verbs are modified, e.g. by adverbial expressions of time, place, manner, degree, etc., by accusatives of specification or of purpose or cause, etc. Thus, in the sentence

'They arrived offering gifts.' وصلوا مقدّمين هدايا

مقدّمين هدايا is a hal modifying the subject of وصلوا , and is itself composed of a participle and its direct object.

تمرين ١ في كتاب التمارين .

B. ب . استعمال الحروف : الباء

1. The preposition ب has various important areas of meaning:

- 'in', 'at', 'on' (place and time)
- 'by', 'by means of', 'with', 'through' (instrumental or agency)
- 'with' (adverbial expression of manner)
- In the meaning of 'with' it is negated thus:
بدون 'without' and بغير 'without'
- 'for', 'for the price of'
- 'for', 'in exchange for'
- in oaths, 'by'
- to introduce the predicate of ليس
- to indicate the instrument in a passive construction.

2. It is used in many verb-preposition idioms, such as قام ب 'to perform' (s.th.)
It gives causative meaning to intransitive verbs, e.g. بلغ ب 'to bring',
'to take/ to lead ... to', نهض ب 'to rise with; to promote further'.
3. It is used in many set phrases with nouns, e.g. بحسب 'in accordance with',
بمناسبة 'on the occasion of', بالتفصيل 'in detail'.
4. It serves in certain idiomatic phrases which function as conjunctions or connectors, e.g. بما أن 'in viewing the fact that, since'; بما فيه 'including'.
5. ب and في are often interchangeable in the meaning of 'in' or 'with' or in idiomatic phrases, e.g. في حاجة الى = بحاجة الى 'in need of'

تمرين ٢ في كتاب التمارين .

C. ج . تمارين عامة

تمرين ٣ : تحويل

حول كما في المثل التالي مستعملا عبارة "لا بد".

The crisis will come to an end. تنتهي الازمة

It is inevitable that the crisis will come to an end. لا بد ان تنتهي الازمة

It is inevitable for the crisis to come to an end. لا بد للازمة ان تنتهي .

- | | |
|-----------------|---------------------------------------|
| ٠١ يستجيب القدر | ٠٦ تحل المشكلة |
| ٠٢ يذكسر القيد | ٠٧ يحصل المواطنون علي حقوقهم كاملة |
| ٠٣ يختصر الحق | ٠٨ يستريح العامل بعد العمل |
| ٠٤ يعود المغترب | ٠٩ تعرف الحقيقة |
| ٠٥ ينتهي الظلم | ٠١٠ تفتح الابواب امام الصحيفة العربية |

تمرين ٤ : اشتقاق

اعط مصادر الافعال التالية :

٠١ رفع	٠٨ ركب	٠١٥ صلح
٠٢ منع	٠٩ خضع	٠١٦ جمع
٠٣ ضمّ	٠١٠ خاب	٠١٧ سعى
٠٤ قال	٠١١ مرض	٠١٨ ذهب
٠٥ وقع	٠١٢ عاش	٠١٩ عار
٠٦ زاد	٠١٣ دخل	٠٢٠ نال
٠٧ قام	٠١٤ فرح	٠٢١ حلّ

تمرين ٥ : دراسة المفردات

ع م ل

to do, act, work

٠١ عَمِلَ ، عَمَلٌ

يَعْمَلُ الفلاحون في الحقول ، ويعمل العمال في المصانع .

to plan, aim

عَمِلَ عَلَى

عملت الامم المتحدة على تحسين العلاقات بين مختلف الدول .

to be in force

يَعْمَلُ بِهِ

null and void

لا يَعْمَلُ بِهِ

لا يعمل بهذا القانون في الوقت الحاضر .

سيعمل بهذا النظام من الشهر القادم .

to treat

٠٢ عَامَلَ (ب) ، مُعَامَلَةٌ

كان بعض الرومان يعاملون الاقليات معاملة سيئة .

عامله بالمثل

to treat

اشترت الجزائر ما قيمته ربع مليون دولار من اسبانيا على سبيل like manner

• المعاملة بالمثل

to trade, do business

٣. تَعَامَلَ مَعَ ، تَعَامَلْ

غالبًا ما تتعامل البنوك التجارية مع أصحاب الأعمال بينما تتعامل البنوك الزراعية مع الفلاحين •

to use , apply

٤. اسْتَعْمَلَ ، اسْتَعْمَلْ

تستعمل وزارة التربية أحدث الطرق في التعليم •
استعمل معه وسائل القسوة

use, application

اسْتَعْمَالَ - اسْتِعْمَالَاتُ

اتعرف استعمال حروف الجر المختلفة ؟

easy to handle

سهل الاستعمال

abuse, misuse

سوء الاستعمال

in general use

شائع الاستعمال

من عبارات التحية الشائعة الاستعمال في البلاد العربية عبارة
" السلام عليكم " •

work, labor

٥. عَمَلَ

قامت الحكومة بتحديد ساعات العمل اليومية في المصانع •

act, action ; operation (military); job

عَمَلَ - أَعْمَالَ

"ومن عمل عملا صالحا فله جنات تجري من تحتها الأنهار " •

- ما هو عملك ؟

- مدرس •

military operation	اَعْمَالٌ حَرْبِيَّةٌ
household work	اَعْمَالٌ بَيْتِيَّةٌ
handiwork(s)	اَعْمَالٌ يَدَوِيَّةٌ
literary works	اَعْمَالٌ اَدَبِيَّةٌ
employer	صَاحِبُ الْعَمَلِ
What's to be done now?	مَا الْعَمَلُ الْاَنَ ؟

practical	٠٦ عَمَلِيٌّ
practical life	الْحَيَاةُ الْعَمَلِيَّةُ

• اَرْجُو اَنْ تَسْتَطِيعَ اسْتِعْمَالَ مَا دَرَسْتَهُ فِي الْحَيَاةِ الْعَمَلِيَّةِ .

agent (political); customer	٠٧ عَمِيلٌ - عُمَلَاءُ
	اَتَهَمْتُ اَحَدَ الْحُكُومَاتِ بِعَضِّ الْاَفْرَادِ بِأَنَّهُمْ <u>عَمَلَاءُ</u> لِدَوْلَةٍ اجْنَبِيَّةٍ .

• اَرْتَفَعَ دَخْلُ الْمَوْسَسَةِ التِّجَارِيَّةِ بَعْدَ اَنْ زَادَ عِدَدُ عَمَلَائِهَا .

factor, element	٠٨ عَامِلٌ - عَوَامِلُ
	تَعْتَبَرُ الصَّحَافَةُ مِنَ <u>العَوَامِلِ</u> الَّتِي لَعِبَتْ دَوْرًا فَعَالًا فِي النِّهْضَةِ الْحَدِيثَةِ .

worker, laborer; maker	٠٩ عَامِلٌ - عُمَالٌ
	يَشْكُلُ <u>الْعَمَالُ</u> طَبَقَةً اِجْتِمَاعِيَّةً هَامَةً فِي الدَّوْلِ الصَّنَاعِيَّةِ .
	حَزَبُ الْعَمَالِ مِنَ الْاَحْزَابِ الرَّعِيْسِيَّةِ فِي بَرِيْطَانِيَا .

labor, workers'	٠١٠ عَمَالِيٌّ
	هَذِهِ صَحِيفَةُ عَمَالِيَّةٍ وَاسِعَةِ الْاَنْتِشَارِ .

factory; workshop

١١. مَعْمَلٌ - مَعَامِلٌ

انشأت الحكومة خلال السنة الماضية عددا كبيرا من المعامل لتوفير
المنتجات الاستهلاكية للمواطنين .

refinery

معمل التكرير

dairy

معمل اللبن (الالبان)

D.

د. الاوزان المنتهية بـ -ان

1. Patterns ending in /-aan/

There are four pattern complexes ending in /-aan/: FaMLaan, FaMaLaan, FiMLaan, and FuMLaan. These are described below.

a. Pattern FaMLaan

Stems of this pattern are masculine singular adjectives mostly indicating a transient condition or a characteristic quality, for example 'سَكْرَانُ' 'drunk', 'كَسْلَانُ' 'lazy'. Such adjectives are related chiefly to Form I intransitive verbs of the pattern FaMiL-, for example 'سَكِرَ' 'to be or become drunk', 'كَسِلَ' 'to be lazy'; and are used in place of the active participles of these verbs. Most have feminine singular forms of the pattern FaMLaa, and broken plurals of the patterns FaMaLaan, FuMaLaan, FaMLaa, or FiMaLaan. Examples:

	<u>M</u>	<u>F</u>	<u>P</u>	
Sound :	<u>K</u> <u>S</u> <u>L</u>	كَسَلِي	كُسَالِي	'lazy'
			كَسَلِي	
	<u>S</u> <u>K</u> <u>R</u>	سَكْرِي	سُكَارِي	'drunk'
	<u>G</u> <u>D</u> <u>B</u>	غَضَبِي	غَضَابِي	'angry'
			غَضَابِي	

	<u>9</u> <u>T</u> <u>Š</u>	عُطْشَانُ	عُطْشَى	عُطْشَ ش	'thirsty'
Weak M :	<u>J</u> <u>W</u> <u>9</u>	جُوعَانُ	جُوعَى	جِيعَ ع	'hungry'
Weak L :	<u>X</u> <u>Z</u> <u>Y</u>	خُزْيَانُ	خُزْيَى	خُزَايَا	'ashamed'

Note that adjectives of the pattern FaMLaan whose feminine is FaMLaa, like all those above, are diptotes. (Modern usage now allows FaMLaana as f. of FaMLaan in addition to FaMLaa). There are also a few whose feminine is FaMLaana; these are triptotes.

b. Pattern FiMLaan

Weak M : -iW- and -iY- become /ii/

Stems of this pattern are verbal nouns and broken plurals. These are illustrated separately below.

Verbal nouns

Sound :	<u>9</u> <u>R</u> <u>F</u>	عِرْفَانُ	'knowledge'
Weak L :	<u>R</u> <u>D</u> <u>W</u>	رِضْوَانُ	'consent'
	<u>N</u> <u>S</u> <u>Y</u>	نِسْيَانُ	'forgetting'

Plurals

Weak M :	<u>J</u> <u>W</u> <u>R</u>	جِيرَانُ	'neighbors'	(sing. جَار)
	<u>N</u> <u>W</u> <u>R</u>	نِيرَانُ	'fire'	(sing. نَار)
Weak L :	<u>?</u> <u>X(W)</u>	إِخْوَانُ	'brothers'	(sing. اخ)
	<u>F</u> <u>T</u> <u>Y</u>	فِتْيَانُ	'young men'	(sing. فِتْيَى)

c. Pattern FuMLaan

Weak M : -uW becomes /uu/

Singular stems of this pattern are verbal nouns and adjectives. The latter are triptotes and have feminine forms FuMLaana and plurals like those of FaMLaan (see a above).

Sound :	<u>K</u> <u>F</u> <u>R</u>	كُفْرَانُ	'disbelief' (in God)
Weak L :	<u>9</u> <u>R</u> <u>Y</u>	عُرْيَانُ	'naked' (pl. عُرَايَا)

FuMLaan is also a broken plural pattern:

Sound :	<u>B</u> <u>L</u> <u>D</u>	بُلْدَان	'countries'	(sing. بلاد)
	<u>Ṣ</u> <u>J</u> <u>9</u>	شُجْعَان	'brave'	(sing. شجاع)
Doubled:	<u>Ṣ</u> <u>B</u> <u>B</u>	شُبَّان	'young men'	(sing. شاب)
Weak L ::	<u>R</u> <u>9</u> <u>Y</u>	رُعْيَان	'shepherds'	(sing. راع)

d. Pattern FaMaLaan

Weak M : -aWa- and -aYa- remain unchanged

Stems of this pattern are verbal nouns, mainly of weak-middle roots, for verbs indicating continuous motion.

Weak M :	<u>T</u> <u>W</u> <u>F</u>	طُوفَان	'walking around'
	<u>T</u> <u>Y</u> <u>R</u>	طَيْرَان	'flying, aviation'
	<u>X</u> <u>F</u> <u>Q</u>	خَفْقَان	'throbbing, beating'

Summary of patterns and functions

a. FaMLaan	adjectives:	كُسْلَان	'lazy'
b. FiMLaan	verbal nouns:	عِرْفَان	'knowledge'
	plurals:	جِيرَان	'neighbors'
c. FuMLaan	verbal nouns:	كُفْرَان	'disbelief'
	adjectives:	عُرْيَان	'naked'
	plurals:	بُلْدَان	'countries'
d. FaMaLaan	verbal nouns:	طَيْرَان	'flying'

E. هـ • الاوزان بالهمزة

1. Patterns beginning with /?-/

Patterns complexes beginning with /?-/ are among the most important in the language. The majority of stems with these patterns begin with /?a-/, a few with /?u-/.

a. Pattern ?aFMaL

Doubled : Short vowel shifts: -FMaL- becomes -FaML-

Initial ? : ?a?- becomes /?aa-/
 Weak L : -aW- and -aY- become /aa/

Stems of this pattern are (1) elatives (equivalent to English comparatives or superlatives), for example اكبر 'bigger, biggest', or (2) adjectives denoting a color or a defect, for example احمر 'red' and اطرش 'deaf'. All are diptotes. The two groups are discussed separately below.

(1) Elatives. These have (but only when definite) feminine forms of the pattern FuMLaa.

Sound	: <u>K</u> <u>B</u> <u>R</u>	<u>M</u> اكبر	<u>F</u> كبرى	'bigger, -est'
Doubled	: <u>J</u> <u>D</u> <u>D</u>	اجد		'newer, -est'
Weak M	: <u>T</u> <u>W</u> <u>L</u>	أطول	طولى	'longer, -est'
Weak L	: <u>G</u> <u>L</u> <u>W</u>	أغلى	غليا	'more, most expensive'

The following two words also have these patterns:

? <u>X</u> <u>R</u>	آخر	اخرى	'other'
? <u>W</u> <u>L</u>	أول	أولى	'first'

In أول, note that the initial radical ? , irregularly, is assimilated to the following /w/ instead of forming a long /aa/.

The masculine plural of all these words has the pattern ?aFaaMiL; the feminine plural FuMLayaat or FuMaL. These plurals are primarily used as nouns, for example

الأكابر 'the great (est) ones'.

(2) Adjectives of color and defect. These have feminine forms of the pattern FaMLaa? (diptotes, with feminine sound plural FaMLaawaat), and broken plural forms of the pattern FuML (see).

	<u>M</u>	<u>F</u>	<u>P</u>	
Sound:	<u>H</u> <u>M</u> <u>R</u>	حمر	حمر	'red'
	<u>T</u> <u>R</u> <u>S</u>	اطرش	طرش	'deaf'
Weak M:	<u>S</u> <u>W</u> <u>D</u>	سوداء	سود	'black'

	<u>B</u> <u>Y</u> <u>D</u>	أَبْيَضُ	بَيْضَاءُ	بَيْضٌ	'white'
Weak F :	<u>9</u> <u>M</u> <u>Y</u>	أَعْمَى	عَمِيَاءُ	عُمًى	'blind'

b. Pattern ?aFMuL

Weak L : -uW-u, -uW-i and -uY-u, -uY-i become /ii/, with nunation /in/

This is a broken plural pattern, primarily for singulars of the patterns FaML and FvMvvL.

Sound :	<u>N</u> <u>H</u> <u>R</u>	أَنْهَرُ	'rivers'	(sing. نَهْرٌ)
	<u>Š</u> <u>H</u> <u>R</u>	أَشْهَرُ	'months'	(sing. شَهْرٌ)
	<u>N</u> <u>F</u> <u>S</u>	أَنْفُسُ	'souls'	(sing. نَفْسٌ)
Weak L :	<u>Y</u> <u>D</u> (<u>Y</u>)	أَيْدٍ	'hands'	(sing. يَدٌ)

c. Pattern ?aFMiLa

Doubled : Short vowel shifts : -FMiL- becomes -FiML-

This is a broken plural pattern, primarily for singulars with a long vowel in the second syllable.

Sound :	<u>M</u> <u>θ</u> <u>L</u>	أَمْثَلَةٌ	'examples'	(sing. مِثَالٌ)
	<u>N</u> <u>S</u> <u>B</u>	أَنْصِبَةٌ	'shares'	(sing. نَصِيبٌ)
Doubled :	<u>?</u> <u>M</u> <u>M</u>	أُئِمَّةٌ	'imams'	(sing. إِمَامٌ)
	<u>9</u> <u>Z</u> <u>Z</u>	أَعَزَّةٌ	'powerful'	(sing. عَزِيزٌ)

d. Pattern ?aFMiLaa?

Doubled : Short vowel shifts: -FMiL- becomes -FiML-

Weak L : -iWaa? becomes /iyaa?/

Sound :	<u>Q</u> <u>R</u> <u>B</u>	أَقْرَبَاءُ	'relatives'	(sing. قَرِيبٌ)
	<u>Š</u> <u>D</u> <u>Q</u>	أَصْدِقَاءُ	'friends'	(sing. صَدِيقٌ)
Doubled :	<u>T</u> <u>B</u> <u>B</u>	أَطِبَاءُ	'Doctors'	(sing. طَبِيبٌ)
	<u>Š</u> <u>D</u> <u>D</u>	أَشْدَاءُ	'severe'	(sing. شَدِيدٌ)
Weak L :	<u>N</u> <u>B</u> <u>W</u>	أَنْبِيَاءُ	'prophets'	(sing. نَبِيٌّ)
	<u>Ġ</u> <u>N</u> <u>Y</u>	أَغْنِيَاءُ	'rich'	(sing. غَنِيٌّ)

e. Pattern ?aFMaaL

Initial ? : ?a?- becomes /?aa/

Weak L : -aaW and -aaY become /aa?/

This is a broken plural pattern, one of the most common, especially for singulars of the patterns FvMvL, FiML, and FuML.

Sound	: <u>M</u> <u>T</u> <u>R</u>	أُمطار	'rains'	(sing. مطر)
	<u>H</u> <u>K</u> <u>M</u>	أحكام	'regimes'	(sing. حكم)
Initial ?:	? <u>L</u> <u>M</u>	آلام	'pains'	(sing. أَلَم)
Weak M	: <u>S</u> <u>W</u> <u>Q</u>	أسواق	'markets'	(sing. سوق)
	<u>9</u> <u>Y</u> <u>D</u>	أعياد	'feasts'	(sing. عيد)
Weak L	: <u>9</u> <u>D</u> <u>W</u>	أعداء	'enemies'	(sing. عَدُوّ)

f. Other patterns. A small number of words, including some very common ones, have patterns beginning with /?i-/ or /?u-/:

?iFMaL

<u>S</u> <u>B</u> <u>9</u>	إصبع	'finger'	(plu. أصابع)
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?uFMuuL

<u>S</u> <u>B</u> <u>9</u>	أسبوع	'week'	(plu. أسابيع)
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?uFMuuLa

<u>L</u> <u>9</u> <u>B</u>	ألعاب	'plaything'	(plu. الألعاب)
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Note also the following word, which is neither an elative nor an adjective of color or defect, but has the pattern ?aFMaL(a):

?aFMaL

<u>R</u> <u>B</u> <u>9</u>	أربع	'four'	(masc. أربعة)
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تمرين ٦: تحويل

اعط المؤنث

Give the feminine

آخر ٠١١	فتى ٠٦	اصغر ٠١
اعمى ٠١٢	سكران ٠٧	اخضر ٠٢
ثلاث ٠١٣	ذلك ٠٨	الذين ٠٣
أخ ٠١٤	ولد ٠٩	رجل ٠٤
اول ٠١٥	أب ٠١٠	راع ٠٥

تمرین ۷ : تحویل

اعط الجمع .

۰۱۶ راعي	۰۱ ابيض
۰۱۷ قوي	۰۲ جوّ
۰۱۸ جار	۰۳ يد
۰۱۹ عام	۰۴ لون
۰۲۰ شجاع	۰۵ مثل
۰۲۱ امام	۰۶ نحو
۰۲۲ غني	۰۷ نوع
۰۲۳ حمراء	۰۸ اسبوع
۰۲۴ سؤال	۰۹ نبأ
۰۲۵ فتى	۰۱۰ أمل
	۰۱۱ كسلان
	۰۱۲ سجب
	۰۱۳ العوبة
	۰۱۴ جوعان
	۰۱۵ اصبع

القسم الثالث : الاصغاء والفهم

- أ - استمع الى القطعة المسجلة على الشريط وأعمل بما جاء
في تمرين ٨ من كتاب التمارين .

I imagined, fancied

خَيَّلَ لي

- ب - استمع الى القصائد المسجلة على الشريط للشاعر اللبناني
أدونيس مع ترجمتها .

القسم الرابع : المراجعة

للقراءة والاملاء والترجمة

- اللبنانيون من أقدم العرب تاريخا في المهجر الامريكي ولهجرتهم أسباب تتصل الى حد كبير بظلم الحكام العثمانيين في الماضي ، وسوء الحالة الاقتصادية في بلادهم ، وما كان يبلغهم من أخبار النجاح الذي حققه بعض من سبقهم الى المهجر من الأهل والأقرباء والأصدقاء . وقد قام هؤلاء المهاجرون ، بعد استقرارهم ، بإنشاء المؤسسات الدينية والثقافية الخاصة بهم ، وإصدار الصحف باللغة العربية أو الانكليزية ولهم نواديهم وجمعياتهم التي تقيم الحفلات في بعض المناسبات والاعياد ، كما أن لهم مطاعمهم وملاهيهم التي تقدم الأكل العربي وبرامج الغناء والرقص الشرقي ويمتاز هؤلاء المغتربون بالمحافظة على تقاليد بلادهم

بالإضافة إلى احترام تقاليد المجتمع الأمريكي . وقد ظهر
منهم أدباء مشهورون كجبران ، والريحاني ، ونُعَيْمة واشتهر
منهم أيضا أطباء وأساتذة ورجال أعمال وفن .

تمرين ٩ - ١٢ : في كتاب التمارين

القسم الخامس : المطالعة الموسعة

١ - الشعر العربي الحديث

meter

rhyme;
verse;

two halves

يعتمد الشعر العربي في شكله التقليدي على الوُزْنِ
والقافية، ووحدهما في القصيدة مهما بلغ عدد أبياتها ، ويتكون
البيت من شطرين ينتهي الثاني منهما بقافية القصيدة كما
وجد ذلك في الأبيات المختارة من قصيدة " الشابي " . وقد
ظهرت محاولات قديماً وحديثاً ، لتحرر من هذا الشكل
التقليدي ، منها ما دعا إلى التحرر من القافية تحراً تاماً
ومنها ما دعا إلى التحرر من الوزن والقافية كما نجد ذلك
في الشعر المنشور ، ومنها ما دعا إلى تعدد الوزن الواحد
والقافية كما يظهر ذلك في النماذج التي قرأناها من شعر
البياتي وقباني ودرويش وعبدالصبور ويسمى هذا اللون من
الشعر بـ " الشعر الحر " .

free verse

ومن الجدير بالذكر أن هذا الشعر الجديد قد انتشر
بعد الحرب العالمية الثانية ، وكان للشاعرة العراقية نازك
الملايكة دور كبير في نجاحه وتطوره .

٢ - حقوق

قال الطالب الفتى لاستاذة الشيخ : متى تصلح الدنيا
ويصلح أهلها ؟

قال الاستاذ الشيخ لتلميذه الفتى : لا أدري ! وما أحسب
ان الدنيا تصلح أو أن أهلها يصلحون في يوم من الأيام
ولكن هناك مقدارا من الخير لا يستقيم للناس بدونه أمر .

قال الطالب الفتى لاستاذة الشيخ : وما ذاك ؟

قال الاستاذ الشيخ لتلميذه الفتى : ألا تتخذ حقوق
الشعب وسيلة لتحقيق مصالح شخصية .

قال الطالب الفتى لاستاذة الشيخ : وهل الى ذلك من سبيل ؟

قال الاستاذ الشيخ لتلميذه الفتى : نعم ! يوم يعرف

الشعب حقوقه ومَنافعَهُ ويبين لساسته وقادته أنه عليها حَرِيمٌ
وأنه مستعد لأن يُضَحِّيَ في سبيلها بما تضحي به الشعوب الكريمة
في سبيل الاحتفاظ بالحقوق والمنافع العامة .

قال الطالب الفتى لاستاذة الشيخ : هيهات .

how preposterous

قال الاستاذ الشيخ لتلميذه الفتى : قد كنت أظن أن هذه

الكلمة انما تجري على ألسنة الشيوخ ، فأما ألسنة الشباب فتجري
عليها كلمات أخرى !

tongues

طه حسين : جنة الشوك (القاهرة ١٩٦٢)

٣ - ضرب زيد عمروا

أخذ التلاميذ يستعدون للموسم الدراسي المقبل ، بعد

ان انتهى الصيف أو كاد . وفتح ولدي كتابه العربي ، بعد

أن تركه جانبا لمدة شهرين . ثم انتفض ودنا مني ساعلا
jumped to his feet; approached, came near

- في الكتاب الاول والثاني وفي الثالث " ضرب زيد عمروا "

أما يزال زيد يضرب عمروا منذ ثلاث سنين ؟

crook

- يا بُنيّ ، إن زيدا الأزعر يضرب عمروا المسكين منذ كان

أبوك في المدرسة ، بل منذ ان كان جدك ، بل منذ كانت اللغة

العربية .

profound

هذا الحوار القصير ، البلخ ، أظن يجري بين كل ولد

وأبيه ، وكل تلميذ وأستاذه ، وكل قارئ ونفسه عندما يتناول

insist on

كتابا من الكتب المدرسية التي نصر على تعليم أولادنا بها .

this generation;
his camels

كتب ليس فيها شيء من الحياة التي يحياها الجيل . فهي

تصف البدوي منذ ألوف السنين بين صحرائه وجمالِه وخيامه .

والجيل ينظر حواليه فاذا هو في مدينة تزدهم بالقصور والسيارات

والمصانع والحدائق .. ان كل شيء يتطور ويمشي الى الامام

nourish

ونحن حيث نحن نغذي عقول ابنائنا بالكتب الصفراء نتوارثها

change

جيلا بعد جيل ، نكاد لا نبدل فيها حرفا . وكل يوم تكتب

blood; pay attention

الحياة ألف كتاب بالدم حيناً وبالنار حيناً ، فلا نلتفت ولا نحس

لقد آن الوقت للإصلاح بين زيد وعمرو بل لقد آن

الوقت بعد ضرب مستمر منذ عصور ، ان تنكسر يد زيد ،

be worn out

أو تهترى " واو " عمرو على الأقل .

تَوْفِيقُ يُونُسَ عَوَّادٍ "غُبَارُ الْإِيمَانِ"

(بيروت : ١٩٦٥) ص ٤٠

Note: 'Amr is a proper name written with (و) (waw) which is not pronounced to distinguish it from 'Umar in the non-vocalized Arabic orthography.

تمرين ١٥ : في كتاب التمارين

الدرس الثامن عشر

القسم الأول : من مسرحية " بَيْنَ يَوْمٍ وَلَيْلَةٍ "

أ - الجمل التمهيدية

- ١ - خُطِيبٌ - خُطْبَاءُ
suitor, fiancé
خطيب ابنة عمي أستاذ في الجامعة .
خُطْبَةٌ
engagement
خَاتَمُ الخُطْبَةِ
engagement ring
- ٢ - خُطَابٌ - خُطَابَاتُ
a letter
أرسل رئيس الجامعة خطاباً هاماً الى عمداء الكليات حول
سياسة الجامعة المالية .
خُطَابٌ
speech
- ٣ - مَنُزِلٌ - مَنَازِلُ
house
دعا المدير أصدقاءه لحضور الحفلة التي أقامها في منزله
بمناسبة خطبة ابنته .
منزل الاستراحة
rest house
- ٤ - خُطِرَ ، خُطِرَ / خُطُورَةٌ : خُطِرَ
يواجه العالم بعض المشاكل الخطيرة
خُطِرٌ - اُخْطِرَ
danger
مَرَضٌ خُطِرَ
serious illness
سُؤَالٌ خُطِرَ
serious question
- ٥ - ارْتَبَطَ بـ ، ارْتَبَاطٌ ، ارْتِبَاطَاتٌ
to commit oneself;
to be connected
يجب على كل دولة ان تحافظ على الارتباطات الموجودة بينها
وبمن غيرها من الدول .
(ربط ، رابطة ، ترابط)
- ٦ - سَاقِطٌ - سَاقِطُونَ
fallen, vile
سقطت الوزارة اليوم بسبب عدم حصولها على ثقة ممثلي الشعب
سَقِطَ ، سَقُوطٌ
to fall

- ٧ - عَسَى أَنْ it might be, possibly
عسى أن تجد في عملك الجديد ما تحبه .
- ٨ - لَحِقَ لُ (ب) ، لَحِقَ / لَحَاقَ to catch, catch up with
بدأ صديقي دراسته الجامعية قبل سنة ولكنني استطعت أن
الحق به وأنال الشهادة معه .
- (التَّحَقُّقُ) previously and later on
سابقاً ولاحقاً
- ٩ - شَخْصٌ - أَشْخَاصٌ person
حضر الاجتماع حوالي ١٥ شخصاً
شَخْصِيّاً personally
شَخْصِيَّةٌ - شَخْصِيَّاتٌ personality
١٠ - ضَرَّ ، ضَرَّ to hurt, harm
على الانسان أن لا يضر غيره .
- ١١ - اُنْتُسَبَ الى ، اُنْتُسَبَ to belong to; join
ينتسب أكثر المواطنين الأمريكيين الى أصل أجنبي .
(نَسَبٌ ، بِالنسبة الى)
- ١٢ - سَبَبٌ ، تَسْبِيبٌ to cause
سببت حرب ١٩٦٧ في الشرق الأوسط أزمة دولية كبرى .
(سَبَبٌ ، بِسَبَبِ)
- ١٣ - ظُرِفَ - ظُرُوفٌ envelope
كتب الرسالة ووضعها في ظرف ثم وضع طابع البريد عليه .
- ١٤ - نَظَّفَ - تَنْظِيفٌ to clean
تنظف الزوجة المطبخ كل يوم .
نَظَافَةٌ cleanliness
النظافة من الايمان (مثل) cleanliness is next to God* (proverb)
نَظِيفٌ - نَظَافٌ clean
- ١٥ - سَلَّمَ ، تَسَلَّمَ to deliver, hand over (s.th.) to s.o.
سلمني موزع البريد رسالة هامة .
(اسلم)

- ١٦ - اسْتَخْرَجَ ، اسْتِخْرَاجٌ to extract
يستخرج البترول بكثرة من مناطق صحراوية معينة في البلاد العربية .
- ١٧ - مَسَّ ، مَسٌّ to touch, damage
وجدت في مكتبة الجامعة بعض الكتب التي لم يسسها قارئ .
- ١٨ - طُرِفَ - طُرُوفٌ circumstance
تخلف الأستاذ عن حضور الحفلة السنوية بسبب ظروف شخصية .
- ١٩ - آسَفَ to distress, sadden
يؤسفني أن صديقي لم يحضر بالرغم من أنني دعوتـــه لتناول الطعام معنا .
- (آسَفَ)
معَ الأسَفِ unfortunately
٢٠ - أَغْلَقَ ، إغْلَاقٌ to close, shut
لقد أغلق الظرف بعد أن وضع الرسالة فيه .
- ٢١ - حَالاً at once, immediately
عندما سمع الوالد بمرض ابنه عاد من سفره حالا .
- (حال)
في الحال at once
في الوقت الحالي in the present time
٢٢ - شَرَّفَ ، تَشْرِيفٌ to honor s.o.; confer distinction
من العبارات المستعملة للترحيب بالضيوف عند العرب " شرفتنا بزيارتك " .
- شَرَفٌ honor
٢٣ - اسْتَحَقَّ ، اسْتِحْقَاقٌ to be entitled to; deserve
يستحق العلماء كل تشجيع يساعد على مواصلة بحوثهم العلمية .
- ٢٤ - ثَقُلَ ، ثِقْلٌ ، ثِقَالَةٌ (ثَقِيلٌ - ثِقَالٌ ، ثِقْلٌ) to be heavy
كان "التليفزيون" ثقيلاً جداً ، فلم يستطع أن يحمله بنفسه .
- ثَقِيلُ الروح a bore
ثَقِيلُ السَّمْعِ hard of hearing

- ٢٥ - غَايَةٌ utmost degree, extremity
وصل الطبيب الى المريض وهو في غاية الضعف .
في غاية الضعف extremely weak
- ٢٦ - مَسَاءَةٌ - مَسَاوِيٌّ drawback, short-coming
بالفت الحكومة الجديدة في نشر مساوئ الحكومة السابقة .
(أَسَاءَ ، سَيَّئَ)
- ٢٧ - رَقَّ ، رَقَّ to ring out; knock out
بقي نائما الى ساعة متأخرة حتى رقت زوجته الباب .
- ٢٨ - عَاتَبَ ، مَعَاتَبَةٌ / عِتَابٌ to blame; scold
عاتبته صديقه لأنه لم يوجه اليها دعوة لحضور الحفلة .
- ٢٩ - اسْتَقَالَ ، اسْتِقَالَةٌ to resign
قدم رئيس الوزراء استقالته لرئيس الجمهورية .
الحكومة المستقيلة the out-going government
- ٣٠ - اسْتَعَادَ ، اسْتِعَادَةٌ to recover; regain
لقد كان ضعيفا بسبب مرضه ، لكنه استعاد قوته بعد
استراحة طويلة .
(عَادَ ، اُعَادَ)
- ٣١ - أَنْقَذَ ، انْقَادٌ to rescue, save
اكتشاف البترول في بعض الأقطار العربية أنقذها من أزمات
اقتصادية .
- ٣٢ - رَضِيَ - عَنْ ، رِضًا / رِضْوَانٌ to be pleased with; to be contented with
مدير الدائرة راضٍ عن سير دائرته .
- ٣٣ - صَاحِبٌ - أَصْحَابٌ owner, possession
ان صاحب هذه الفكرة يستحق كل تقدير .
- ٣٤ - سُلْطَةٌ - سُلْطَاتٌ authority, power
للملك سلطات واسعة في بعض الدول .
سُلْطَةٌ عَسْكَرِيَّةٌ military authority
السُّلْطَةُ الْقَضَائِيَّةُ judicial power

hypocrite ٣٥ - مُنَافِقٌ - مُنَافِقُونَ

يصعب على الانسان احيانا أن يميز بين المنافقين والصادقين .

نَافِقٌ ، مُنَافِقَةٌ / نِفاقٌ

to play hypocrite

ب . النص الاساسي

مقدمة : يعتبر توفيق الحكيم (١٨٩٨ -) ابا الادب المسرحي العربي الحديث .

فقد كتب عددا كبيرا من المسرحيات بالاضافة الى بعض القصص وغيرها . وتتناول مسرحياته وكتابات بصفة عامة الاحداث المصرية الوطنية والاجتماعية والسياسية والثقافية ، كما تدل على ذلك المنتخبات التالية من مسرحية "بين يوم وليلة" التي تصور لنا العلاقة المادية التي

الخطيب : لولم تسرع في ارسال خطابات الوزير السابق الى منزله

هذا الصباح لكان لي شأن آخر .

مدير المكتب : ما الذي يهمك من هذه الخطابات ؟

الخطيب : خطاب واحد لاغير .

مدير المكتب : أفيه شيء خطير ؟

الخطيب : فيه ارتباطي بتحديد يوم الخميس القادم لعقد زواجي على

ابنة هذا الوزير الساقط ... اعني السابق .

مدير المكتب : أنت الذي حررت هذا الخطاب ؟

خ : نعم ، وبعد أن وضعت في البريد جاءت الصحف واذا فيها خبر

سقوط الوزارة .

م : عندئذ أتيت في الحال الى القاهرة

early

خ : بقطار الليل ... وجئت كما ترى في الصباح الباكر عسى أن الحق

الخطاب قبل وقوعه في يد الوزير .

م : وماذا كنت تريد أن تفعل لو أن خطابك وصل الى يدك قبل أن

يصل الى يد الوزير ؟

خ : أنت تعرف يا سيدي ما الذي يدفعني على أن ألقى بمصالحتي في

يد شخص لم يعد في العير ولا النفير

م : حقا ، رجل ما عاد ينفع ولا يضر .

خ : بالعكس ، يا سيدي البك . بل قد يضر ولا ينفع . فان مجرر

الانتساب اليه الآن ، قد يسبب لنا اضرارا غير منتظرة (الساعي

يظهر حاملا الظرف) .

الساعي : طلبت الى * كبر الفرّاشين الحضور مع ساعديه لتنظيف الغرفة
لِمَعَالِي الوزير الجديد . والآن هل تأمر سَعَادَتُكَ بذهابي
لتوصيل البريد الى منزل الوزير السابق ؟

خ : (صائحا) بريد الوزير السابق ؟

م : (للساعي) : أعطني المظروف وانتظر في الخارج حتى أناديـك
(الساعي يسلم مظروف الخطابات الى مدير المكتب ويخرج)

خ : (في صيحة فرح) : لم يكن قد ذهب بها ، يا لحسن الحظ
م : (يفتح المظروف ويضع ما فيه من خطابات على المكتب) أيـن
خطابك من بين هذه الخطابات ؟

خ : (يشير الى خطاب من بين الخطابات) : هاهؤذا خطبي ! هاهؤذا
خطبي !

م : انتظر . ماذا تريد ان تعمل به ؟

خ : وأنت ، ماذا كنت تعمل به لو كنت في مكاني ؟

م : تريد أن تَمزِّقَهُ ؟

خ : لو أمكن فتح الغِلافِ بعناية ، فاني أستخرج منه الورقة التي فيها
تحديد يوم الزواج وأضع بدلا منها ورقة فيها فسخ للخطبه أجعل
تاريخها سابقا لتاريخ سقوط الوزارة . بذلك يكون تصرفنا سليما . ألا ترى
ذلك ؟

م : أرني الغلاف ؟

خ : (يناوله الخطاب) : صَغْفُهُ ليس شديدا الإلتصاق .

م : (يتفحصه) : حقا ، من السهل فتحه وإعادة تَصْمِيغِهِ . خذ وافعل
به ما شئت .

خ : (يتناول الخطاب ، ثم يتناول فَتَّاحَةً من فوق المكتب يفتح بها
الغلاف بعناية) : فتاحة معالي الوزير

م : الوزير الجديد .

خ : أتعرف من سيكون ؟

م : ما من أحد يعرف بعد . إن كل وزير جديد هو ، على أي حال *

- خبر من كل وزير سابق .
- خ : (وهو يضع الفتاحة) : فتح الغلاف بدون أن يمس ^{٩٠}ختم البريد .
 (يستخرج ورقة من داخل الغلاف) : وهذه هي الرسالة التي
 كانت ستسبب لنا المشاكل .
- (يمزق الرسالة قطعاً صغيرة)
- م : (مشمراً بيده) : *اليك سَلَّةُ المَهَمَّاتِ .
- خ : (وهو يلقي بالقطع الصغيرة في السلة) : والآن ورقة بيضاء من فضلك
- م : (يبحث بين أوراق المكتب) : خذ هذه ورقة
- خ : (وهو يتناولها مع قلم من فوق المكتب) : شكرا . سأضع
 تاريخ أمس أولا . الأفضل تاريخ اليوم السابق لأمس (يكتب) :
 "حضرة صاحب المعالي . بعد تقديم واجب الاحترام ، حدثت ظروف
 عائلية تضطريني الى تأجيل التفكير في الزواج في الوقت الحاضر ،
 لذلك يؤسفني أن أرجو من معاليكم اعتبار موضوع الخطبة كأن لم
 يكن ... " الى آخره أليس في هذه الكلمة كل المطلوب .
- م : هذه الكلمة كافية جدا .
- خ : (وهو يضع الورقة في الغلاف) : قليلا من الصمغ لنغلق
 الغلاف كما كان .
- م : انتهيت الآن ؟
- خ : كالشعيرة من العجمن بفضل الله وفضلكم .
- اليك الخطاب وضعه كما كان بين بريد معالي الوزير ... السابق .
- م : (يتناول منه الخطاب ويضعه بمن بريد الوزير وينادي الساعي) :
 خذ بريد الوزير السابق واذهب بها حالا الى منزله .
- خ : (للساعي) : بسرعة من فضلك .
- (لمدير المكتب) : لست أعرف كيف أشكرك . ولن انصرف الآن قبل
 أن آخذ منك وعدا بأن تشرفني في بلدنا لاحتفل بك . ونقوم
 نحوك ببعض الواجب .
- م : لم أفعل شيئا يستحق كل ذلك .
- خ : بل فعلت نحوي من الخير ما لا أنساه . لقد خلصتني من هذا الوزير
 انه كان ثقیل الظیل على قلبي .

م : وماذا نقول نحن الذين نعمل معه . وكان رجلا فى غاية السُّخْفِ . وهكذا يستمر الرجلان فى ذكر مساوى الوزير السابق والعهد البائد معلقين الأمل على العهد الجديد . واذا بالتليفون يبدق ، فيرفع مدير المكتب السَّمَاعَةَ الى أذنه

م : أَلُو ، أَلُو ، مكتب رئيس الوزراء - من حضرتك ؟ آه ..

afandim, sir;
congratulations

صباح الخير ، افنديم الوزارة الجديدة ألفت ؟ مُبروك ...

خ : مبروك ...

م : (يشير اليه بالصمت ، ويؤجل حديث التليفون) : أَلُو ، أَلُو

قل لي من الوزراء الجدد ؟ أسماء الوزراء ؟ وزارتنا أولا ،
أخبرني من هو وزيرنا الجديد ؟ ماذا تقول ؟ هو نفسه عمن
الوزير السابق مرة أخرى ؟ لم يتغير ؟ دخل الوزارة الجديدة
في نفس وزارته . كفى ، كفى . لا داعي لسماع البقية .
شكرا . (يضع السماعة)

خ : هو نفسه ؟

م : وزيرنا الجديد هو نفسه الوزير السابق .

خ : (صائحا) : يا دَاهِيَتْنَا الكبيرة ، الخطاب ، الخطاب .

م : اسكت . أين الأوراق التي سأعرضها على معاليه ، بنفسى الآن ،
في منزله ... منزل معاليه ؟

خ : وخطابي ؟ من يعيد اليّ هذا الخطاب المُلعون ؟ الى منزله
حالا .. منزل معاليه .

(ويتجه مدير المكتب والخطيب معا الى منزل الوزير ، وقد تغير
موقفهما منه بعد أن جددت له الوزارة . ويجده مدير المكتب
معتابا ، لأنه لم يأت ^{*}لوداعه فى منزله حين أُستقال أو أُقيل
مع الوزارة السابقة ، وأما الخطيب فلا يكون له هَمٌّ سوى استعادة
رسالته . وتقع للخطيب حوادث مُحَرَّجَةٍ ، تدعو الى الضحك ،
في سعيه للحصول على الرسالة قبل أن يطلع عليها معاليه . ومرة
أخرى ينقذه مدير المكتب كما أنقذه فى المرة الأولى ويرضى
معاليه عن مدير مكتبه ، لأنه نظم له مُظَاهَرَةً من موظفي المكتب

أسرعوا الى داره يهنئونهُ ويهتفونَ بحياته . وتنتهي المسرحية
بكلمة الخطيب : " ان صاحب السلطة بسهولة يصدق الملق
ويسرعة ينسى النفاق " .

رؤيف خورى ، نصوص التعريف في الأدب العربي
(بيروت، ١٩٥٧) ص : ٣٩٢ - ٣٩٨

تمرين ١ : اسئلة واجوبة

- ١ - ما الذي كان يهم الخطيب من خطابات الوزير ؟
- ٢ - ماذا ذكر الخطيب في الخطاب الذي أرسله الى الوزير ؟
- ٣ - متى أرسل الخطيب الخطاب الى الوزير ؟
- ٤ - ماذا فعل الخطيب عند ما سمع نبأ سقوط الوزارة ؟
- ٥ - لماذا يريد الخطيب أن يفسخ الخطبة ؟
- ٦ - لماذا يريد الخطيب أن يجعل تاريخ الرسالة الجديدة سابقا لتاريخ سقوط الوزارة ؟
- ٧ - ماذا فعل الخطيب بالرسالة الأولى ؟
- ٨ - ماذا قال الخطيب في رسالته الثانية الى الوزير ؟
- ٩ - من الذي تكلم مع مدير المكتب بالهاتفون ؟
- ١٠ - ماذا فهم مدير المكتب من حديث الهاتفون ؟
- ١١ - ماذا فعل مدير المكتب بعد أن سمع خبر تشكيل الوزارة الجديدة ؟
- ١٢ - وماذا فعل الخطيب ؟
- ١٣ - لماذا عاتب الوزير مدير مكتبه ؟
- ١٤ - ولماذا رضي الوزير عن مدير المكتب بعد ذلك ؟
- ١٥ - أية مشكلة اجتماعية يتناولها توفيق الحكيم في هذه المسرحية ؟

تمرين ٢ : ترجمة - تبديل

There is no need for sorrow

لا داعي للحزن

1. fear

6. injustice

2. doubt

7. exploitation

3. imitation

8. harshness

4. discussion

9. despair

5. delay

10. disagreement

تمرين ٣ : تحويل

حول كما فى المثل التالى مستعملاً "عسى"

The Arab people will some day
achieve their goals.

سيحقق الشعب العربي أهدافه فى يوم من الايام

Perhaps the Arab people will some
day achieve their goals.

عسى الشعب أن يحقق أهدافه فى يوم من الايام

Perhaps the Arab people will some
day achieve their goals.

عسى ان يحقق الشعب العربي أهدافه فى يوم من الايام

١ - سيسود الحق بعد أن ساد الظلم عهداً طويلاً .

٢ - سيستطيع أخى زيارتنا عندما يأتى الى مصر .

٣ - سأنجح فى الامتحان بعد ان أستعدت له استعداداً كبيراً

٤ - ستتحسن أحوال مصر الاقتصادية الان وقد تم بناء السد العالى .

٥ - سيتزوجان بعد أن مضى على خطبتهما سبع سنوات .

القسم الثانى

A.

أ - استعمال الحروف : حتى

The word حتى means basically 'up to the point that'. It has several translations, however, depending on how it is used.

a. as a preposition: 'up to, to, as far as, including'

سافرنا حتى مدريد 'We travelled as far as Madrid.'

b. as a connector (following noun is inflected according to its syntactic function):
'even'

تعرفنا على العائلة كلها حتى الوليد 'We met the whole family, even the baby.'

Note also: حتى وان 'even if' and حتى ولو 'even if (it were)...'.

c. followed by a subjunctive verb it can mean

(1) 'in order that':

بذل جهودا حتى يفهم 'He did his utmost to understand.'

(2) 'until' فلننتظر حتى يصلوا 'Let's wait until they come.'

d. followed by a perfect tense verb: 'until'

ظل يدخن حتى مرض 'He kept smoking until he got sick,'

تمرين ٤ : دراسة الحروف

ترجم مبينا معاني "حتى" في كل من الجمل التالية :

١. ساظل مخلصا لك حتى وان نسيتني .
٢. اكل الحلويات التي حضرتها له زوجته حتى آخر قطعة .
٣. سهرنا حتى الصباح .
٤. مشيت مع ضيفي حتى الباب الخارجي .
٥. قرأت الكتاب كله حتى الدرس الاخير .
٦. كدت انتهي من قراءة الكتاب فقد قرأته حتى الدرس الاخير .
٧. عدت مسرعا حتى لا اتأخر عن موعد عملي .
٨. اعمل بجد و اخلاص حتى تنجح في اعمالك .
٩. خرج الناس كلهم لاستقبال الرئيس الزائر حتى الاطفال منهم .
١٠. ساشترى هذه السيارة حتى لو بلغ ثمنها الف دينار .

١١. أقرأ الكتاب المفيد حتى تنتهي صفحاته .

١٢. ظلّ يعمل في حقل التعليم حتى مات .

١٣. اتصلت به تليفونيا حتى نذهب الى السينما .

B.

ب . استعمال غير

The basic meaning of the noun غَيْرٌ is 'other than, different from'; it usually occurs as the first term of an idafa with additional meanings as well, such as 'different, unlike; except for; not, non-, un-, in-, etc .; more than' (with a singular noun). With the article it is used as an independent noun in the meaning of 'others, other people'. The phrases لَيْسَ غَيْرٌ and لَا غَيْرَ mean 'nothing else, and that' all, only'. The phrases عَلَى غَيْرِ , مِنْ غَيْرِ , and بِغَيْرِ all mean 'without'. Finally, the conjunction غَيْرَ أَنْ means 'except that..., however, but'.

تمرين ٥ في كتاب الثمارين .

تمرين ٦ : تحويل

حوّل كما في المثل التالي مسجلا "يا ل "

The luck is good.

الحظ حسن ←

What good luck!

- | | |
|------------------|---------------------|
| ١. الحظ سيء | ٦. الحفلة رائعة |
| ٢. الطبيعة جميلة | ٧. العطلة قصيرة |
| ٣. حبيبتي مخلصة | ٨. ذنبه كبير |
| ٤. قلبه قاس | ٩. هذه المشكلة صعبة |
| ٥. الحاكم ظالم | ١٠. والدته كريم |

س ل م

to be safe and sound; to escape

١. سَلِمَ ، سَلَامَةً ، سَلَامًا

لقد سلم من الاخطار التي واجهها في رحلته .

to save, protect

٢. سَلَّمَ ، تَسَلَّمَ

سلمك الله

to deliver

سلمني ساعي البريد اليوم رسالة من اخي .

to surrender; give o.s. up

سلم الى ، ل

to give o.s. up to the police

واخيرا ، سلم نفسه للبوليس .

to commit one's cause to God

سلم امره الى الله .

to keep peace, make one's peace

٣. سَالَمَ ، مُسَالَمَةً

أسالم من يسالمكم واعادي من يعاديكم .
I will make peace with those who
make peace with you, and make enemies of those who
those who are your enemies.

ان بلادنا تحب ان تسالم جميع الاقطار .

to become Muslim

٤. أَسْلَمَ ، اسْلَامًا

to get, obtain; to receive (s.th.)

٥. تَسَلَّمَ ، تَسَلُّمًا

تسلم الرئيس جميع الاوراق الخاصة بالمشروع الجديد .

to take over; assume

The army took (the reins of) power.

تسلم الجيش مقاليد الحكم .

to receive, get

٦. اسْتَلَمَ ، اسْتِلَامًا

تقوم سكرتيرتي باستلام جميع الخطابات والمكالمات التلفونية .

to surrender

٠٧ اسْتَسْلَمَ ، اسْتِسْلَامٌ

نحن نريد السلام لا الاستسلام •

peace

٠٨ سَلَامٌ

peaceful

سلمي

تشجع الامم المتحدة الحلول السلمية للمشاكل الدولية •

safety; salutation

٠٩ سَلَامٌ

Paradise; an epithet of Baghdad

دار السلام

(the City of Peace =) Baghdad

مدينة السلام

peace be with you (a greeting).

سلام عليكم ، السلام عليكم

upon him be peace (used after the names of angels, pre-Mohammedan prophets, and certain Muslim Imams).

عليه السلام

وكان الامام علي عليه السلام من اشجع الناس •

give him my kind regards, remember me to him

بلغ سلامي اليه •

(and) that's all

والسلام •

blamelessness, flawlessness; welfare; security

٠١٠ سَلَامَةٌ

good taste

سلامة الذوق

(may you have) a speedy recovery

سلامك

(a greeting of farewell said by the person remaining behind),
goodby, farewell

مع السلامة

praise be to God for your well-being (said to the
traveler returning from a journey)

الحمد لله على السلامة

safe, secure; free

٠١١ سَلِيمٌ - سَلَامٌ

sane

سليم العقل

sincere

سليم القلب

good taste

ذوق سليم

انه رجل سليم القلب يحب عمله ويحب الاخرين •

1. Patterns with doubled middle radical

These patterns share a very general meaning in that they tend to indicate intensity, or repetitiveness, or habit. The most common of these patterns have a long vowel in the second syllable; several of these are illustrated below.

a. Pattern FaMMaaL

Weak L : -aaW and -aaY become /aa?/

For nouns, this pattern generally means 'person of (a certain) trade or occupation'; for adjectives, 'having (a certain quality) to a considerable degree':

Sound	: <u>B</u> <u>H</u> <u>R</u>	بَحَّار	'sailor'
	<u>F</u> <u>L</u> <u>H</u>	فَلَّاح	'farmer'
	<u>F</u> <u>9</u> <u>L</u>	فَعَّال	'effective'
Weak M	: <u>X</u> <u>W</u> <u>F</u>	خَوَّاف	'cowardly'
	<u>B</u> <u>Y</u> <u>9</u>	بَيَّاع	'salesman, dealer'
Weak L	: <u>B</u> <u>N</u> <u>Y</u>	بَنَّاء	'builder'
	<u>B</u> <u>K</u> <u>Y</u>	بَكَاء	'frequently weeping'

b. Pattern FaMMaLa

This is a noun pattern, most commonly indicating a kind of machine or implement.

Sound	: <u>B</u> <u>R</u> <u>D</u>	بَرَّادَة	'refrigerator'
	<u>F</u> <u>T</u> <u>H</u>	فَتَّاحَة	'can opener'
Weak M	: <u>G</u> <u>W</u> <u>S</u>	غَوَّاصَة	'submarine'
	<u>S</u> <u>Y</u> <u>R</u>	سَيَّارَة	'car'

A few masculine nouns also have this pattern, with the meaning 'person who engages extensively in (a certain occupation)':

Sound	: <u>R</u> <u>H</u> <u>L</u>	رَحَّالَة	'great traveler, explorer'
-------	------------------------------	-----------	----------------------------

Similar are certain adjectives meaning 'having (a certain quality) to a high degree'.

These are used with either a masculine or a feminine referent:

Sound	:	<u>ʔ</u> <u>L</u> <u>M</u>	عَلَامَة	'very learned'
		<u>F</u> <u>H</u> <u>M</u>	فَهَامَة	'very understanding'

c. Pattern FiMMiL

For both nouns and adjectives, this pattern also indicates habit or intensity of action or quality:

Sound	:	<u>S</u> <u>R</u> <u>B</u>	شَرِيب	'heavy drinker'
		<u>S</u> <u>K</u> <u>R</u>	سَكِير	'drunkard'
		<u>S</u> <u>D</u> <u>Q</u>	صَدِيق	'strictly truthful'
		<u>F</u> <u>K</u> <u>R</u>	فَكِير	'pensive, thoughtful'
		<u>Q</u> <u>D</u> <u>S</u>	قَدِيس	'saint; holy'

Note also خَرِيج 'graduate'

d. Pattern FuMMaaL

This is a common broken plural pattern, primarily for singulars of the FaaMiL pattern referring to men who engage in certain occupations or activities:

<u>K</u> <u>T</u> <u>B</u>	كاتب	كُتَّاب
<u>T</u> <u>L</u> <u>B</u>	طالب	طُلَّاب
<u>Z</u> <u>W</u> <u>R</u>	زائر	زُؤَّار
<u>ʔ</u> <u>M</u> <u>L</u>	عامل	عُمَّال

D. Quadriliteral verbs

هـ . الفعل الرباعي

Whereas trilateral verbs fall into ten major derivational classes (Forms I to X), quadriliteral verbs are limited to four, and only two of these are fairly common. The four quadriliteral Forms are discussed below.

a. Form I: FaSTaL

Form I quadriliterals have the stem pattern FaSTaL, as for example in تَرْجَمَ and طَمَأَنَ 'to translate', and have the same vowelings as Form II trilaterals, for example:

	<u>Active</u>		<u>Passive</u>	
<u>Perfect</u>	تَرَجَّمَ	'he translated'	تُرِجِمَ	'it was translated'
<u>Imperfect</u>	يُتَرَجَّمُ	'he translates'	يُتَرَجَّمُ	'it is translated'
<u>Participle</u>	مُتَرَجِّمٌ	'translating'	مُتَرَجَّمٌ	'translated'

The verbal noun, however, has the pattern FaSTaLa, for example ترجمة 'translating, translation'.

A number of quadriliteral verbs are formed from nouns with four consonants, including borrowed nouns, for example, تَلْفَنَ 'to telephone' (from تلفون 'telephone'). A number of others consist of two identical syllables; many of these imitate natural sounds or indicate violent or repeated action, for example وَسَّوَسَ 'to whisper', قَهَقَهَ 'to laugh boisterously', زَعَزَعَ 'to shake violently'.

b. Form II: taFaSTaL

Form II quadriliteral verbs have the stem pattern taFaSTaL, for example تَجَمَّهَرُ 'to assemble in a group, flock together'. They have the same vowelism as Form V trilaterals, for example (passive is rare):

<u>Perfect</u>	تَجَمَّهَرَ	'he assembled'
<u>Imperfect</u>	يَتَجَمَّهَرُ	'he assembles'
<u>Participle</u>	مَتَجَمَّهَرٌ	'assembling'
<u>Verbal noun</u>	تَجَمُّهَرٌ	'assembling'

These verbs generally bear the same relationship of meaning to Form I quadrilaterals as, among the the trilaterals, Form V bears to Form II. That is, where a Form I quadrilateral is usually transitive (جَمَّهَرَ 'to gather(something) together'), the Form II is passive or reflexive: 'to come together in a group, to be assembled'. Some Form II quadrilaterals mean 'to act like, pretend to be' (something), for example تَبَغَّدَ 'to act like a Baghdadi, strut, swagger'; تَفَلَّسَ 'to pretend to be a philosopher, to speak pompously but fatuously'.

c. Form III: ?iFSanTaL

These correspond to the triliteral Form VII and have the same voweling.

It is quite rare; an example is given here for reference only: اِبْرَفَشَقَ 'to bloom, flourish', imperfect يَبْرِفُشِقُ .

d. Form IV: ?iFSaTaLL

These correspond to the triliteral Form IX, and is vowelled as shown below. They are intransitive. Only a very few verbs of this Form occur with any frequency, for example:

<u>Perfect</u>	اِطْمَأَنَّ	'he became calm'
<u>Imperfect</u>	يَطْمَعِنُ	'he becomes calm'
<u>Participle</u>	مُطْمَعِنٌ	'calm, reassured'
<u>Verbal noun</u>	اِطْمَعْنَانٌ	'calmness, peace of mind'

القسم الثالث : الاصغاء والفهم

- أ - استمع الي القطعة المسجلة علي الشريط واعمل بما جاء
في تمرين ٨ في كتاب التمارين .

ظهرَ back

- ب - استمع الى الجمل العربية المسجلة على الشريط واختار
الترجمة الانكليزية المناسبة لكل منها في تمرين ٩
من كتاب التمارين .

القسم الرابع : المراجعة

للقراءة والترجمة

قرأنا في الدرس السادس عشر قصة بقلم الكاتبة العراقية
ديزي الامير صورت فيها بعض مشكلات المجتمع . وكانت القصة
على شكل حوار بين شاب وفتاة - لقد انتظر الشاب رؤيتها
مدة طويلة . وكان الاسبوع الاخير قبل لقاءه بها أسبوعا
قاسيا . وعندما التقيا بدأت تتحدث عن بعض الاحداث التي
وقعت لها . وكان رأيها ان هذه مجرد احداث صغيرة يجب
الأتجمعها فتحول سعادتها الى بؤس . ثم عاد الى موضوعه
الاول وقال لها إنه انتظر ساعة اللقاء هذه سنة طويلة
كاملة . وعبر لها عن حبه الشديد . وقالت له إنها كانت

في شك من أمره ولم تكن تعرف اذا كان يحبها أم لا ؟ وشعرت
بسرور كبير عندما تأكدت من حبه لها ، وكان هذا الشعور
سببا لتغيير نظرتها الى الحياة من شك الى ايمان كما يظهر
في عبارتها الأخيرة " بعد سنة طويلة من الانتظار أصبح
الشك هو اليقين الاكبر في حياتي " .

تمرين ١٠ - ١٣ في كتاب التمارين .

القسم الخامس : المطالعة الموسعة

flooded

١ - لقد طَغَت السياسة على حياتنا اليوم ، فغمرت بيوتنا
ومكاتبنا وشوارعنا ، وكل ناحية من حياتنا بحيث أصبحنا
نرى البشرية من خلال هذا الطغيان ، وأصبحنا في حاجة كبيرة

clarity

الى شيء من سلامة الفكر ، الى شيء من الصَّحْوِ ، نرى به
ما الذي يحدث لانفسنا ولافراد مجتمعنا بالفعل . فما من
شك في أن القوى التي تغير وجه قومنا وبلادنا ، لم تكن

narrowing

يوما في نشاط كنشاطها اليوم . لم تعرف مدننا تَضْيِيقاً
للقديم وبناءً وتوسيعاً للجديد كالذي تعرفه اليوم . ومع

endure; unrest
watchful

ذلك لم تُقاسِ مدننا قَلَقاً كالذي تقاسيه اليوم . وعلى
الأديب اليوم أن يكون مُتَّقِظاً لهذا القلق النفسي الذي
كان الطغيان السياسي سببا رئيسيا في وجوده .

جَبْرًا إِبْرَاهِيمَ جَبْرًا ، "الْحُرِّيَّةُ وَالطُّوفَانُ" (بيروت : ١٩٦٠) ص ٢٣

تمرين ١٤ في كتاب التمارين .

٢ - الأمثال

من المعروف ان الامثال التي يستعملها الشعب هي مَوَاعِظُ religious counsels
 وحكم نتيجة لتجارب هذا الشعب وَتَسْجِيلٌ لبعض ما مر به recording
 من أحداث . والأمثال هي التي أجمع عليها الشعب كله :
 الجاهل والمتعلم والفقير والغني . وهي التي تجرى علي
السِّنَةِ طبقات المجتمع . فهي المعبر اذن عن اتجاهات ونواحي tongues
 هذا المجتمع دون غيرها . ومما لا شك فيه أن كثيرا من
 الامثال المعروفة في البلاد العربية منها ما هو خاص بالزراعة
 والعلم والجيران والاقرباء والدين والحكومة والمنزل والغنى
 والفقر الى غير ذلك من نواحي الحياة . واللغة العربية
 غنية بالامثال العامية والفصحى . وفيما يلي بعض الامثال
 في اللغة العربية الفصحى :

- ١ - اطلبوا العلم ولو بالصين .
- ٢ - قل الصدق ولو كان على نفسك .
- ٣ - سلامة الانسان في حفظ اللسان .
- ٤ - خير الكلام ما قل ودل .
- ٥ - من لا يخاف أحدا لا يخافه أحد .
- ٦ - اذا اردت أن تطاع فامر بما يستطاع . be obeyed

مُحَمَّدٌ قَنْدِيلُ الْبَقْلِيِّ ، "وَحَدَّةُ الْعَادَاتِ وَالتَّقَالِيدِ بَيْنَ
 مِصْرَ وَالشَّامِ"

(القاهرة (لاتاريخ) ص ١٧٩)

تمرين ١٥ : في كتاب التمارين

٣ - الاسكيمو - الانسان الذى يعيش في منزل ثلجي . دافئ !

الأسكيمو اسم يطلق على سكان الشاطئ المطل على المحيط المتجمد الشمالي ، وهو عبارة عن أرض جرداء شتاءها وصيفها باردان والثلوج فيها دائمة والحياة فيها صعبة . فأرضها لا يمكن زراعتها ، اذ تنخفض فيها الحرارة خلال الشتاء الطويل الى ما تحت الصفر بعدة درجات ، ورغم ذلك لم يعرف عن الاسكيمو أنهم حاولوا هجرة أراضيهم الجرداء هذه ليتمتعوا بحياة أسهل . بل ابتكروا وسائل للحياة تناسب جوهم البارد وأرضهم الجرداء .

ويبلغ تعداد الاسكيمو في العالم ٥٠ ألفا ، وهذا العدد في تناقص مستمر بسبب عدم محافظتهم على سلالتهم .

ويعتمد الاسكيمو الى اقامة بيوتهم من الثلج . ومدخل هذه البيوت عبارة عن أنفاق طويلة تنام فيها الكلاب التي يعنى بها رجل الاسكيمو عناية كبيرة فهي تجر زحافته وتساعد في الصيد .

tunnels

his sled

hunting

ومن الطريف أن هذا البيت الثلجي الذى يسكن فيه الاسكيمو دافئ من الداخل بل قد تكون فيه الحرارة أكثر من اللازم . وتجري اضاءته بقناديل الزيت التي تزيد من دفئه .

ولا يعيش كل الاسكيمو في بيوت ثلجية ، ففي بعض الأماكن يبنون بيوتا شتوية من الخشب .

wood

وفي الصيف ، يعيش الاسكيمو في خيام من جلود الحيوانات
أو أكواخ من خشب البحر وغذاؤهم المفضل هو اللحم والسّمك
النبىء . وهم مَهْرَة في الصيد ومهارتهم تلك مشهورة منذ أقدم
experts, skillful العصور ، وقد برعوا في صناعة آلات الصيد .

wolves ويصيد الاسكيمو الذئاب وغيرها من الحيوانات التي تعيش
its furs فوق الارض للانتفاع بفرائها التي يحتاج اليها في صنع ملابس .

وتشارك الأسرة كلها في صنع الزحافات ومراكب الصيد
الخاصة بهم . أما ماء الشرب فيحصل عليه الاسكيمو من
حفر حُفْرَة كبيرة في الثلج تملأ بما يسيل من ماء .

وكان المعتقد أن لغة التخاطب بين الاسكيمو تشبه اللغة
الهندية ، ولكنه ثبت خطأ هذا الظن إذ أن للاسكيمو لغتهم
الخاصة وكلما تهم وتعبيراتهم التي ينفردون بها .

تمرين ١٦ : في كتاب التمارين .

الدرس التاسع عشر

القسم الأول : مقابلة أدبية مع طه حسين

أ - الجمل التمهيدية

١ - فُكِدَ ، فُكِدَ / فُكِدَ / فُكِدَ / فُكِدَ to lose

فقد الطالب أمله بالنجاح

٢ - طُفُولَةٌ childhood

مرحلة الطفولة من أجمل مراحل حياة الانسان .

طُفْلٌ - أَطْفَالٌ child

٣ - اُنْتَفَعَ مِنْ ، اُنْتَفَعَ to benefit from

من الحكمه ان ينتفع الانسان من أخطاء غيره .

(نَفَعَ)

٤ - تَلْمِيزٌ - تَلَامِيذٌ / تَلَامِيذَةٌ pupil, student

التلاميذ الذين يدرسون الفلسفة الاسلامية قلائل .

٥ - اِعْتَزَّ بِـ ، اِعْتَزَّ بِـ to take pride in, be proud of

كان صلاح الدين قائدا يعتز به العرب .

٦ - تَرَدَّدَ ، تَرَدَّدَ to hesitate

تردد الرئيس قبل ان يجيب على سؤال المراسل الصحفي .

٧ - اَغْضَبَ ، اَغْضَبَ to anger, make angry

كثرة اسئلة الصحفيين الأجانب أغضبت وزير الدفاع .

٨ - نَاقِدٌ - نَاقِدُونَ ، نَاقِدٌ critic

يعتبر الكاتب المصري المعروف طه حسين في مقدمة النقاد

العرب .

نَقَدَ - ، نَقَدَ to criticize

٩ - اَنْشَأَ ، اَنْشَأَ to create, produce, give rise to

انشأت الجامعة ملاعب جديدة للطلبة .

مُلْحَظٌ - ١٠ noted, remarkable

في العالم العربي تقدم علمي ملحوظ .

لَا حَظَّ to notice

اسْتَعْرَضَ ، اسْتَعْرَاضٌ - ١١ to review, examine

استعرض مجلس الوزراء الليبي الازمة السياسية في الشرق الأوسط .

حُرِصَ عَلَى - ، حِرْصٌ : حَرِيصٌ - حُرْصَاءُ ، حَرِيصُونَ to be intent,

حرص وزير الخارجية على التعبير عن وجهة نظر حكومته

prudent, careful

في الأمم المتحدة .

تَثَقَّفَ ، تَثَقُّفٌ - ١٣ to be educated

تثقف رجال كثيرون من قواد الشرق الأوسط في الجامعة

الأمريكية في بيروت .

ثَقَافَةٌ culture

(خُلِصَ ، خُلُوصٌ) : (خَالِصٌ - خَالِصُونَ) - ١٤ to be pure

لم تكن الحضارة الإسلامية حضارة عربية خالصة بل أسهم في بنائها شعوب أخرى .

أَحْدَثَ ، إِحْدَاثٌ - ١٥ to cause, create, produce

أحدثت الثورة المصرية تغييرا أساسيا في مناهج الدراسة المهنية .

اِسْتَكْشَفَ ، اسْتِكْشَافٌ - ١٦ to seek to discover, explore

قامت بعض الطائرات باستكشاف مواقع العدو .

(اِكْتَشَفَ)

قَصَرَ فِي ، تَقْصُرُ - ١٧ to fall behind, be careless about

قصر العرب في درس أنفسهم دراسة نقدية .

(اِقْتَصَرَ)

النَحْوُ - ١٨ grammar

وضع علماء اللغة العرب أسس علم النحو العربي في العصر

العباسي .

نَحْوِيٌّ

grammatical
grammarian

- ١٩ - عَابَ - عَلَى ، عَيَّبَ to censure, reprove
لا يُعَاب الإنسان على تخلفه بل يُعَاب إذا لم يعمل على تقدمه وتحسين أوضاعه .
- ٢٠ - نَصَحَ - (بِ) ، نَصَحَ / نَصِيحَةً to advise, counsel (s.o.)
نصح الأستاذ تلاميذه بزيادة ساعات الدرس .
- ٢١ - أُبْعِدَ ، إِبْعَادٌ to remove, dismiss (from)
أبعدت السلطة الحاكمة رئيس الحزب عن البلاد .
(اِبْتَعَدَ ، بُعِدَ ، بُعِيدَ)
- ٢٢ - عَارَضَ ، مُعَارَضَةٌ to oppose, resist
الحكم الديمقراطي يعتمد على حرية المعارضة في نقد الحكومة .
- ٢٣ - مُرَاقِبٌ - مُرَاقِبُونَ observer
يقوم بعض المراقبين الدوليين بمراقبة الحدود بين العرب وإسرائيل .
(رَاقِبٌ)
- ٢٤ - عَلَّلَ ، تَعْلِيلٌ to explain, justify
يحاول العلم ان يجد تعليلا لكل ظاهرة طبيعية .
- ٢٥ - مَا لَبِثَ أَنْ ، لَبِثَ it did not take long before
استراح السائح قليلا في المطار وما لبث ان واصل سفره .
- ٢٦ - تَجَاوَزَ ، تَجَاوُزٌ to go beyond, overstep
لا يزال هناك في العالم بعض المجتمعات التي لم تتجاوز الحياة القبلية .
- ٢٧ - اِبْتَكَرَ ، اِبْتِكَارٌ to create, originate
الحضارة التي لا تواصل الابتكار تموت .
- ٢٨ - اِسْتَفْنَى عَنْ ، اِسْتَفْنَاءٌ to do without, be able to spare or dispense with
مهما حقق الفرد من استقلال فلا يمكنه ان يستغني عن الآخرين .

ب - النص الأساسي

مقدمة :

يعتبر الدكتور طه حسين (١٨٨٩ -) من أهم اعلام الأدب العربي الحديث - ان لم يكن أهمهم - وقد لُقِّبَ بـ " عميد الأدب العربي " اعترافا بفضله ، وتقديرا له . وبالرغم من ان طه حسين فقد بصره في طفولته ، فقد استطاع ان يواصل دراسته في كتاب القرية والأزهر والجامعة المصرية ثم " السوربون " في باريس وان ينال أعلى الشهادات العلمية بتفوق ، ويشغل مناصب مهمة بينها وزير التعليم ورئيس مجمع اللغة العربية . لطفه حسين عشرات الكتب القيِّمة التي أسهمت في اغناء التراث العربي وقد ترجم بعضها الى اللغات الاجنبية . ونجد في هذه المقابلة الأدبية بعض آرائه في الأدب العربي ودراسته في مصر والغرب .

- ١ - من هم اساتذتك الذين لهم فضل كبير في توجيهك وتكوين ثقافتك ؟
- أولهم الشيخ سيّد علي المرصفي الذي وجهني الى الدراسة الأدبية ثم اثنان بعده من المستشرقين الايطاليين انتفعت بدروسهما في الجامعة الى أبعد حد . أحدهما الاستاذ " نلينو " الذي كان يدرس لنا تاريخ الأدب العربي في العصر الأموي خاصة ، والثاني الاستاذ " سانتيلانا " الذي كان يدرس لنا تاريخ الفلسفة الاسلامية وترجمة الثقافة اليونانية الى العربية . أما الاساتذة الأوروبيون الذين تأثرت بهم حين اُخْتُلِفْتُ الى دروسهم في " السوربون " frequented فكثيرون أهمهم أربعة : " دوركهايم " استاذ علم الاجتماع ، و " بليوك " استاذ التاريخ الرّوماني ، و " جلانس " استاذ التاريخ اليوناني و " ليفيفر " استاذ الفلسفة .
٢ - ومن هم تلامذتك الذين تعتز بهم ؟
- وتردد الدكتور طه حسين قليلا ، ثم ضحك وهو يقول :

أنهم كثيرون ولا أريد أن أذكر بعضهم فلغضب البعض الآخر .

entirely

make special
mention

٣ - أنا أعلم ذلك - وأعلم أنك استاذ جيل بأسره ، بل عدة أجيال من الأدباء والاساتذة الجامعيين ، لكنني أريد أن تخص بالذكر بعض تلامذتك الذين برزوا بأعمالهم العلمية وجهودهم الأدبية ، ولن يغضب هذا الباقي .

- اذن فقل انهم الاساتذة الذين يدرسون الان اللغة العربية وآدابها في كليات الآداب .

historian

٤ - انت ناقد ودارس أدب واستاذ جامعي ، وأديب منشئ ، ومترجم ومؤرخ ومفكر اجتماعي تزيوي ، ولك في كل هذه الميادين نشاط ملحوظ . ما الجهد الذي تغتر به بصفة خاصة ؟ وأي هذه الميادين أقرب الى نفسك ؟

- دراسة الأدب العربي القديم .

٥ - كنت اتمنى لو استعرضنا جهودك في كل ميدان من هذه الميادين لنقف عند أهم ما حققته فيه .

- اذا كنت تريد الحق فهو ما قلته لك .

ramification

٦ - اذن كيف تفسر هذا التشعب ؟

- لقد حرصت على أن اتقف ما وجدت الى ذلك سبيلا ، وعلى ألا تكون ثقافتي أدبية خالصة ، فعنيت بالفلسفة والاجتماع والتاريخ اليوناني والروماني ثم بالأدب اليوناني خاصة .

٧ - ما خصائص الثورة التي أحدثتها في منهج الدراسة الأدبية ؟

- أهم ما تمتاز به دراستي للأدب هو حرصي على ألا اكون عبدا للتقاليد وللأشياء المقررة ، وأن أتجه بدراستي للأدب العربي نفس الاتجاه الذي يتبعه العلماء الأوروبيون في دراسة الآداب القديمة اليونانية واللاتينية .

extent

٨ - ما مقدار تأثرك بالمستشرقين ؟

- تأثري بالمستشرقين شديد جدا ، ولكن لا بارائهم بل بمناهجهم في البحث . وهذا يوصلني أحيانا الى أن استكشف كثيرا من الخطأ في آرائهم ، لان علمهم بالعربية وأسرارها ودقائقها أقل من علم المتخصصين العرب .

٩ - كان القدماء يحددون أربعة كتب أو خمسة لا بد للمتأرب

من دراستها ، هل تحدد للأدباء الشبان الكتب القديمة التي

لا بد أن يقرأوها حتى لا يتهموا بالتقصير في حق تراثهم ؟

- الكتب التي حددها ابن خلدون وذكر أنها هي المصادر الممتازة

للدراست الأدبية هي قليل من كثير ، والواقع ان كل ما كتبه

القدماء في الأدب والعلوم المتصلة به مهم جدا ، وعلى الأرب

أن يحسن العلم به ما وجد الى ذلك سبيلا . وأشهد بأنني

عرفت النحو من كتاب سيويته ومن " المفضل " للزمخشري أكثر

جدا مما عرفت في الكتب الأزهرية التقليدية . ومع ذلك

فقد كان الأزهريون يعيرون علينا قراءة هذه الكتب القديمة في

النحو ويرون ذلك بدعة .

innovation

١٠ - هل تحدد أسماء كتب بعينها تنصح الأدباء الشبان غير المتخصصين

the Moderns

في الأدب العربي بقراءتها الى جانب ما يقرأون من كتابات المُحدثين

وأدباء الغرب ؟

- هناك كتب كثيرة جدا ، " الكامل " للمبرِّد ، وكتب الجاحظ

كلها ، وليس كتاب " البيان والتبيين " وحده كما ينصح البعض

وكتب النقد عند القدماء مثل " الصناعات " لأبي هلال العسكري

وكتاب قدامه بن جعفر في الشعر ، والكتاب* المنسوب اليه في النشر .

١١ - هل* تذكر متى لقيت عميد الأدب العربي ؟ وفي أي مناسبة ؟

- أطلق عليّ هذا اللقب شعبيا عندما أبعديني صدقي باشا عن

الجامعة سنة ١٩٣٢ ، وكنت عميدا لكلية الآداب فلقيتني صف المعارضة

بعميد الأدب العربي وليس عميد كلية الآداب وحدها . . .

١٢ - يقول بعض المراقبين ان الفكر عندنا لم يضاف الى اليوم جديدا

tangible

الى الفكر العالمي رغم النهضة الثقافية الموسسة ، وان كل انتاجنا

by way of

ليس الا من قبيل الدراسة لانتاج الآخرين والاختلاف حول تفسيره .

هل ترى هذا الرأي ؟ واذا كنت تراه فما تعليقك له ؟

- لا أرى هذا الرأي ، وانما أرى أننا على الأقل قد استطعنا ان

نقرأ الآداب الأوربية ، ونحاول تقليدها ، ثم لم نلبث أن تجاوزنا

التقليد الى الابتكار . وليس معنى هذا أننا نستطيع أن نستغني
عن الآداب الأجنبية على اختلاف لغاتها . فنحن نريد لأدبنا
العربي أن يكون حياً ، والأدب الحي بالمعنى الدقيق لهذه الكلمة
هو الأدب الذي يأخذ ويُعطي . وقد بدأنا بالأخذ ثم
جعلنا الآن نعطي ، وجعلت كتبنا تترجم الى اللغات المختلفة ،
وليس هذا بالقليل ...

”من عشرة أدباء يتحدثون“ ، فؤاد رُوارة

(القاهرة ١٩٦٥) ” طه حسين “ ص ١١ - ٢٢

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

- ١ - متى ولد الدكتور طه حسين ؟
- ٢ - بماذا يلقب طه حسين ؟
- ٣ - أين درس ؟
- ٤ - ما اهم منصب حكومي شغله طه حسين ؟
- ٥ - ما اهم منصب علمي أو أدبي شغله طه حسين ؟
- ٦ - من هم أهم اساتذة طه حسين ؟
- ٧ - ما أحب الميادين الأدبية الى طه حسين ؟
- ٨ - هل ثقافة طه حسين أدبية خالصة ، أم ماذا ؟
- ٩ - ما هو منهج الدراسة الذي يتبعه طه حسين ؟
- ١٠ - كيف تأثر طه حسين بالمستشرقين ؟
- ١١ - ما هي الكتب القديمة التي ينصح طه حسين بقراءتها ؟
- ١٢ - كيف لقب طه حسين بعميد الأدب العربي ؟
- ١٣ - هل أضاف الفكر العربي اليوم شيئاً جديداً الى الفكر العالمي ؟
- ١٤ - هل يرى طه حسين الاستغناء عن الآداب الأجنبية ؟ ولماذا ؟
- ١٥ - ما هي دلالة ترجمة بعض الكتب العربية الى اللغات الأجنبية ؟

القسم الثاني

A.

أ. استعمالات الواو

Following are the main uses of the particle وَ :

a. As a conjunction, وَ means 'and'. It connects words, phrases, or clauses:

محمد واحمد 'Mohammed and Ahmad'

في الشوارع ووراء البيوت 'in the streets and behind the houses'

دخل الغرفة واخذ يتكلم 'He came into the room and began to talk.'

b. Introducing a ḥal clause

(See Lesson), with various translations:

دخل وهو يضحك • 'He came in laughing.'

تخرجت وقد درست ثلاث لغات 'I graduated, having studied three languages.'

رجعوا ولم ينجحوا في الامتحان • 'They returned, not having passed the examination.'

c. In وَلَا , after a preceding negative:

لا هذا ولا ذاك 'neither this nor that'

لم يأت كريم ولا ابوه • 'neither Karim nor his brother came.'

d. In oaths, وَ is followed by the genitive case and is translated 'by':

والله 'by God'

e. Expressing accompaniment, وَ is followed by the accusative and is translated 'with, together with, and':

سافر وزوجته الى لبنان 'He travelled, together with his wife, to Lebanon.'

or 'He and his wife....'

Note here also the phrase اتَّفَقَ وَ 'to be compatible with, in accordance with'

تمرين ٢ : دراسة الحروف : الواو

ترجم مبینا معاني "و" في كل من الجمل التالية :

- ٠١ زارني سمير ونمیل وسعاد .
- ٠٢ اكلنا الحلويات وشربنا القهوة .
- ٠٣ شرب الخمر لا يتفق ومبادئ الاسلام .
- ٠٤ وحياتك ما احببت سواك .
- ٠٥ قال وهو يبئس : لقد نجحت .
- ٠٦ قالت وفي صوتها حزن : اخاف ان يتركني زوجي .
- ٠٧ حضر الموظفون ولم يحضر رئيسهم .
- ٠٨ اقامت وزوجتي خمس سنوات في مصر .
- ٠٩ لا احب الاكلات العربية ولا الامريكية ولا الفرنسية .
- ٠١٠ عمره ثلاث وعشرون عاما .
- ٠١١ عاد الى بلاده وقد حصل على شهادة الدكتوراه .
- ٠١٢ والله العظيم لن نظل تحت رحمة الظالمين .

B. The preposition في has the following basic meanings:

a. "in; at; on" (place)

b. "at" (time)

c. "among, with" (people)

d. "on the subject of, on"

e. "in the field or genre of"

f. "times, by" (multiplication)

g. with following noun, esp. verbal noun: adverbial expression of manner,

e.g. في تَرَدُّدٍ 'with hesitation, hesitantly'

h. فيما as a conjunction: 'while, in that, as'

i. idiom:

هل لك في 'do you feel like...? would you...?'

كلام في كلام 'idle talk'

فيما بينهم 'among themselves'

فيما مضى 'in the past'

فيما بعد 'later'

نحن اقارب في اقارب 'our social relations are those of kinsfolk'

j. في is often interchangeable with ب , as in في حاجة الى
and 'in need of' حاجة الى

تمرين ٣ في كتاب التمارين .

C. The words نفس ، عين ، ذات are used to mean 'the same'. In classical Arabic, they normally followed the nouns they modified:

في الكتاب نفسه 'in the same book'

In modern usage, however, there is a noticeable tendency to use them before the noun, and without the pronoun suffix:

في نفس الكتاب 'in the same book'

تمرين ٤ : تحويل

حول الجمل التالية مستعملا "نفس" كما في المثل التالي :

I read the same book.

قرأت نفس الكتاب ←

I read the book itself.

قرأت الكتاب نفسه .

- ٠١ اتجه نفس الاتجاه .
- ٠٢ تناول نفس الموضوع .
- ٠٣ وقع في نفس المشكلة .
- ٠٤ صدر منه نفس التقصير .
- ٠٥ اتبع الكاتب نفس الاسلوب الذي كان سائدا في القرن التاسع عشر .
- ٠٦ درسنا نفس المناهج التعليمية .
- ٠٧ كان نصيبهم نفس التعذيب .
- ٠٨ قابلت نفس الشخص الذي زارك امس .
- ٠٩ هذا هو نفس المشروع الذي عارضناه .

تمرين ٥ : تحويل

حول الجمل التالية مستعملا "نفس" كما في المثل التالي :

لاحظ ان المفعول المطلق معرف في الجملة الثانية .

He welcomed me warmly.

رحب بي ترحيبا حارا ←

He extended the same warm welcome.

رحب بي نفس الترحيب الحار .

- ٠١ اتجه اتجاهها صحيحا .
- ٠٢ قصر في عمله تقصيرا ملحوظا .
- ٠٣ حرص على راحتها حرصا شديدا .
- ٠٤ احبها حبا عظيما .
- ٠٥ عارضوا الحكومة معارضة قوية .
- ٠٦ اعتز بها اعتزازا كبيرا .
- ٠٧ وجهنا توجيهها سليما .
- ٠٨ دافعوا عن بلادهم .
- ٠٩ عامل زوجته معاملة جيدة .
- ٠١٠ عذبه تعذيبا شديدا .

A great many Form VIII verbs are intransitive corresponding to transitive verbs of a different Form (usually Form I); some are passive or reflexive meaning corresponding to transitive verbs of other Forms (usually I or II).

تمارين عامة

تمرين ٦ : دراسة المفردات

حول وزن "فَعَلَ" الى وزن "افْتَعَلَ" كما في المثل التالي :

The wife burned the food.

حرقَت الزوجة الاكل ←

The food burned (got burned).

احترق الاكل.

- | | | | |
|----|-------------------------------|-----|---------------------------|
| ٠١ | نشر رواد النهضة العلم . | ٠٦ | منعني الطبيب عن التدخين . |
| ٠٢ | حرقَت الزوجة الاكل . | ٠٧ | بدأ المعلم الدرس . |
| ٠٣ | وجه ابذه الى التعليم المهني . | ٠٨ | زاد عدد الموظفين . |
| ٠٤ | جمع طلابه معا . | ٠٩ | هزَّ رأسه . |
| ٠٥ | رفعت المكتبة اثمان الكتب . | ٠١٠ | نقلوه الى قرية بعيدة . |

تمرين ٧ : تحويل

أ. حول "فعل الامر" الى "عليك ان" كما في المثل التالي :

اعط دراستك اهتماما كافيا ← Give your studies sufficient attention.

عليك ان تعطي دراستك اهتماما كافيا . You have to give your studies sufficient attention.

- | | |
|----|--|
| ٠١ | قابل رئيس الشركة حالا . |
| ٠٢ | احترم اراء الآخرين . |
| ٠٣ | احضر الاجتماع العام . |
| ٠٤ | استفد من وجودك في هذه الجامعة الممتازة . |
| ٠٥ | اعمل لغيل شهادتك في اسرع وقت ممكن . |

ب . حوّل "بامكانك" والمصدر الى "لك" كما في المثل التالي :

You can take what you want .

بامكانك اخذ ما تريد ←

It is possible for you to take what you want .

لك ان تأخذ ما تريد .

- ١ . بامكانك قبول رأيي وبامكانك رفضه .
- ٢ . بامكانك تقديم ما تريده من اقتراحات .
- ٣ . بامكانك السفر في اي وقت بعد نهاية هذا الشهر .
- ٤ . بامكانك انتخاب اي من المرشحين رئيسا .
- ٥ . بامكانك الانتماء الي اي من الحزبين .

تمرين ٨ : تحويل

حول كما في المثل التالي مستعملا "لم يلبث" .

She arrived in the U.S.
after a short time.

وصلت الى الولايات المتحدة بعد وقت قصير ←

It was not long before she
arrived in the U.S.

لم تلبث ان وصلت الى الولايات المتحدة .

- ١ . تجاوزنا التقليد الى الابتكار بعد وقت قصير .
- ٢ . الف كتابا جديدا بعد وقت قصير .
- ٣ . انتشرت آراؤه في العالم العربي بعد وقت قصير .
- ٤ . تزوجا بعد وقت قصير .
- ٥ . حصل على شهادة الدكتوراه بعد وقت قصير .
- ٦ . تركوا الحزب الجمهوري بعد وقت قصير من انتمائهم اليه .
- ٧ . زار الرئيس الصين بعد وقت قصير .
- ٨ . بنت الشركات الاجنبية المصانع لانتاج الزيت بعد وقت قصير .
- ٩ . اشتهر في العالم العربي بعد وقت قصير .
- ١٠ . استقال من منصبه بعد وقت قصير .

تمرين ٩ : تحويل

اعط الجمل كما في الوزنين التاليين :

maFaaMiL

أ. فَعِيلَة - فَعَائِل FaMaa?iL ب. مَفْعَل - مَفَاعِل

- | | | | |
|----|-------|----|------|
| ٠١ | نتيجة | ٠١ | منصب |
| ٠٢ | عقيدة | ٠٢ | مذهب |
| ٠٣ | قبيلة | ٠٣ | مسرح |
| ٠٤ | قصيدة | ٠٤ | مبدأ |
| ٠٥ | وسيلة | ٠٥ | موسم |
| ٠٦ | حقيقة | ٠٦ | مورد |
| ٠٧ | جريدة | ٠٧ | مهجر |
| ٠٨ | جريمة | ٠٨ | مصنع |

ج. دقيقة

مركز

جريمة

حديقة

مصير

كنيسة

مصدر

مسجد

ع ر ف

- to know ١- عَرَفَ - (ب) ؛ مَعْرِفَةٌ / عِرْفَانٌ
اعرفه منذ الصغر .
عرفت بالأمم مؤخرًا .
- to know for sure عرف حق المعرفة .
- to define ٢- عَرَّفَ ، تَعْرِيفٌ ؛ تَعْرِيفَاتٌ
هل تستطيع تعريف "الفلسفة" في جملة واحدة ؟
- to get to know ٣- تَعَرَّفَ عَلَى ؛ تَعَرَّفُ
من الصعب عليه التعرف على خصائص الشعر الجديد .
تعرَّف على زوجته عندما كان في رحلة الى أوروبا .
- to become acquainted with each other ٤- تَعَارَفَ ؛ تَعَارَفُ
اقامت الجامعة حفلة تعارف للطلبة الجدد .
- to admit, to confess ٥- اعْتَرَفَ بِرَ ، اعْتِرَافٌ
اعترف المتهم بذنبه .
- to recognize كانت مصر اول دولة عربية اعترفت بالنظام الجمهوري في العراق .
- to be grateful اعترف بالجميل .
- tradition, convention; custom; customary law ٦- عُرِفَ
لقد تزوج من ابنة عمه حسب العرف الشائع في قبيلته .
- protocol العرف السياسي .
- fortuneteller (m.) ٧- عَرَّافٌ - عَرَّافُونَ
كثيرا ما تخبرني العرَّافات عن مستقبلي ولكنني لا اصدقهن ابدا .

known; generally recognized

٨- مَعْرُوفٌ - مَعْرُوفُونَ

عَمْتَرَةُ بْنُ شَدَّادٍ مَعْرُوفٌ بِشَجَاعَتِهِ وَأَعْمَالِهِ الْبَطُولِيَّةِ فِي الْعَصْرِ الْجَاهِلِيِّ •

وَمِنْ الْمَعْرُوفِ ، أَنَّ الْبِلَادَ الْعَرَبِيَّةَ مِنْ أَكْثَرِ الْبِلَادِ اِنتَاجًا لِلزَّيْتِ •

that which is good

٩- الْمَعْرُوفُ

جَاءَ الْخَبِيُّ مُحَمَّدٌ لِيَأْمُرَ بِالْمَعْرُوفِ •

favor rendered

كَانَ يَعْمَلُ الْمَعْرُوفَ فِي سَبِيلِ اللَّهِ •

knowledge; learning

١٠- مَعْرِفَةٌ - مَعَارِفٌ

الْقِرَاءَةُ أَحَدُ وَسَائِلِ الْمَعْرِفَةِ •

Minister of Education

وَزِيرُ الْمَعَارِفِ

acquainted; connoisseur, expert; master

١١- عَارِفٌ - عَارِفُونَ

وَكَانَ هَذَا الصَّحْفِيُّ مِنَ الْعَارِفِينَ بِأَسْرَارِ الْحَرْبِ الْعَالَمِيَّةِ الثَّانِيَةِ •

F. Nominal Clauses.

• الجملة المصدرية (حرف المصدر + صلتة)

Nominal clauses are clauses which behave like nouns in that they can serve as subject or object of a verb, object of a preposition etc. They consist of one of the following nominalizers: **أَنَّ**, **أَنَّ**, **مَا**, or **لَوْ** (which usually follow such verbs as **وَدَّ** 'he wanted, he liked' and **تَمَنَّى** 'he wished'), and a sentence (verbal or equational). When that embedded sentence is verbal, the nominalizer and the verb may be replaced by the verbal noun.

• يصعب عليّ ان احل المشكلة • 'It is difficult for me to solve the problem.'

• يصعب عليّ حل المشكلة • 'Solving the problem is difficult for me.'

When it is an equational sentence, the verbal noun of **كان** 'to be' i.e. **كون**, is used.

• اعجبني انه رجل كريم • 'I am pleased that he is a generous man.'

• اعجبني كونه رجلا كريما • 'His being a generous man pleases me.'

The masdar assumes the function of the nominal clause in the sentence. Thus in the above two sentences, the noun clause is subject of the verb, and so is the masdar.

In the following sentences the nominal clauses and the verbal noun are object of the verb.

• اريد ان اتال الشهادة الجامعية • 'I want to obtain a university degree.'

• اريد نيل الشهادة الجامعية • lit. 'I want the obtaining of a university degree.'

Though the noun clause and the verbal noun constructions are equivalent, only a verbal noun (but not a noun clause) can serve as cognate accusative, accusative of purpose or cause, accusative of specification, or first term of an idafa.

تمرين ١١ في كتاب التمارين •

القسم الثالث : الاصغاء والفهم

أ - استمع الى القطعة المسجلة على الشريط واعمل بما جاء في تمرين ١٢ في كتاب التمارين .

ب - استمع الى الجمل العربية المسجلة على الشريط واختر الترجمة الانكليزية المناسبة لكل منها في تمرين ١٣ من كتاب التمارين .

القسم الرابع : المراجعة

تمرين ١٤ - ١٨ في كتاب التمارين .

القسم الخامس : المطالعة الموسعة

١ - لي ولدان صغيرهما في العاشرة .

وقد جعل في السنة الاخيرة يظهر اهتماما بالشعر

in order to per-
form it on the
stage

والموسيقي و... كتابة المسرحيات لِتَمَثِيلِهَا مع زملائه ، بل ومع من هم أكبر سنا منه .

و**يَقْدِرُ** ما كنت أفرح لهذا كله ، قبل حَزيران الاخير

worry

جعلت الان أَفْلَقُ بشأنه وأعيد النظر فيه .

لا أريد لولدى أن يكون أديبا . أريده ، أن كان
لارادتي أثر في توجيه حياته ، أن يكون عالما ، عالما
لا دارسا للعلم وحسب . وكل فتى في عمره أو أكبر منه
قليلا ، أريد أن أدفع به إلى المختبر ، أريد أن أملأ رأسه
بـ معادلات رياضية وكيمائية - رحمة بمستقبل هذا المجتمع .

equation

technology; sym-
bol

التكنولوجيا يجب أن تكون شعارنا الساحر . فلننظر إلى
اليابان ، وما حققت من أعمال عظيمة . يجب علينا في جيل واحد -
في عشرين أو خمس وعشرين سنة - أن نستطيع أن نعلن أن لدينا
من رجالنا التكنولوجيا ما يكفينا في كل مجالات العمل والانتاج ،
زراعيًا وصناعيًا وفكريًا .

we repeat

inventors

stagnation

بعد اليوم ليس لنا إلا أن نُردِّدَ : نريد من أمتنا
العربية علماء ، باحثين ، مُخترعين . نريد منها من يقضون
الساعات الطويلة في اكتشاف . والافان مجتمعنا ، على ما فيه
من خيرات طبيعية سائر إلى الجُود .

instruction

amounts

our budgets

مواردنا المخصصة للتعليم الجامعي يجب أن نوجه ثمانين
أو تسعين بالمائة منها نحو التلقين العلمي ، والبحث
التقنولوجي ، بعد أن نضيف إليها مبالغ كبيرة أخرى من
ميزانياتنا الحكومية .

ambitious

جامعاتنا يجب أن نراها مملوءة بحملة شهادات العلوم وقد
انشغل كل منهم ببحث ، بمشروع . يجب علينا كأمة تشترك
في حضارة عصرنا ، أن نخطط مشروعًا كبيرًا طموحًا ، " للتنمية
العلمية " فهذا التخطيط أصبح أمرًا ضروريًا ، مسألة

حياة وازدهار أو تخلف وجمود .

"العلوم" ، جُبرا إبراهيم جُبرا

العدد العاشر ، السنة الثانية عشرة

تشرين أول ١٩٦٢ ص ١ - ٢

تمرين ١٩ في كتاب التمارين .

٢ - الشرق والغرب

ما هو الفرق بين الحضارتين الشرقية والغربية ، ليس
هذا الفرق في اعتقادي سوى شيء واحد وهو أن حضارة الشرق
زراعية وحضارة الغرب صناعية . ومن هنا كانت هذه الظاهرة
phenomenon
الغربية في ركود الشرق ورقي الغرب . لان الزراعة بطبيعتها
stagnation;
progress
راكدة لا تتقدم أو هي تتقدم ببطء عظيم - فنحن نزرع الان
slowly
الأرض كما كان يزرعها أُسلافنا مثلاً قبل ألف عام . ولكن
our predecessors
الصناعة بطبيعتها متحركة تتقدم وفيها مجال للإختراع والاكتشاف ،
invention
ولذلك فان الأمم الغربية الصناعية دأمة التقدم بينما الأمم
الشرقية الزراعية دأمة الركود .

ومما يجدر ذكره ان الثقافة الشائعة في الشرق هي
الادب ، وهو مثل الزراعة الشائعة فيه ايضاً ، وهو لا يقبل
الرقى أبداً أو يرقى ببطء عظيم . فنحن مثلاً ليس لنا من
الادب ما يرتفع كثيراً عن الادب الذي كان شاعراً في الدولة العباسية
قبل ألف عام .

ولكن الثقافة الشائعة في الغرب حيث الوسط الصناعي ،
هي العلم وهو متحرك كالصناعة دائم الرقي . فاذا كنا
نحن لا نختلف عن اسلافنا في الادب منذ ألف عام فاننا نختلف
في العلم عما كنا نحن أنفسنا عليه قبل عشر أو عشرين سنة .

وهذا هو الفرق الاساسي بين الشرق والغرب . فحضارة
الشرق زراعية ، وحضارة الغرب صناعية ، وثقافة الشرق
أدبية ، وثقافة الغرب علمية . ولذلك فالشرق راكد ، لان الركود
هو طبيعة الزراعة والادب ، والغرب متحرك راق ، لان طبيعة العلم
والصناعة الحركة والرقي .

والان ماذا يجب علينا نحن الشرقيين ان نعمله تجاه اوروبا؟
فاول واجباتنا ان نجعل ثقافتنا علمية أو نجعل العلم
المادة الاولى المهمة في هذه الثقافة . ونجعل حضارتنا
صناعية ولو كان في هذا العمل اهمال الزراعة .

بقلم ، سَلامَة موسي

مأخوذ من : مجلةُ الرابطةِ الشرقيّةِ " أحاديث في التربيّة والإجتماع "

بقلم ساطع الحصري - (بيروت ، ١٩٦٢)

ص ٣٩٦ - ٣٧٠

تمرين ٢٠ في كتاب التمارين

الدرس العشرون
القسم الأول : هجرة الأدمغة مشكلة خطيرة
تواجه الدول الآسيوية والعربية

أ - الجميل التمهيدية

- ١ - عَالَجُ ، عِلَاجٌ / مُعَالَجَةٌ
انشئت الأمم المتحدة لتعالج المشاكل العالمية .
عِلَاجٌ
brain
٢ - رِمَاغٌ - أَدْمَغَةٌ
يتميز الانسان عن غيره من الكائنات الحية الأخرى ، بتكوين
رِمَاغِهِ .
٣ - هِنْدَسَةٌ
مِهْنَدِسٌ
الدول النامية بحاجة الى كليات الهندسة لاعداد مهندسين ذوي
اختصاصات مختلفة .
٤ - خَرَجَ ، تَخَرَّجَ
تخرج الجامعات الامريكية عددا كبيرا من المتخصصين كل عام .
(تَخَرَّجَ فِي (مِنْ) ؛ خَرَجَ)
٥ - تَجَرِبَةٌ - تَجَارِبٌ
العلم النظري يبقى ناقصا اذا لم يستند الى التجربة العلمية .
جَرَّبَ ، تَجَرَّبَ / تَجَرِبَةٌ
٦ - رَاحَ
راح التلميذ يبحث في الكتب عن تجارب العلماء .
٧ - لَغَرَى ، لَغَرَاءُ
حاولت الفتاة اغراء الشاب بجمالها وسحرها .
٨ - اسْتَوْرَدَ ، اسْتَمْرَدَ
تستورد أوروبا الغربية كميات كبيرة من الزيت من البلاد العربية .
(مَوْرَد)

كافة ١ - all (of)

أسست الأمم المتحدة لتشارك بها كافة دول العالم .

١٠ - قلق - قلق ، قلق
to be uneasy, restless, disturbed; worry, anxiety

أصبح القلق النفسي من المشاكل الاجتماعية الخطيرة .

١١ - محام - محامون
lawyer

يدافع المحامون عن حقوق الأفراد أمام القضاة .

حامى - حماية
to defend, to protect
حمايئة
protection

١٢ - بعث - بعث
to send

تبعث الحكومات العربية عددا كبيرا من الطلبة الى الخارج

لمواصلة دراستهم العالية .

(بعث ، بعثة)

بعثة دبلوماسية
diplomatic mission
بعثة علمية
group of exchange students on scholarship
بعث - بعث
incentive, motive

حزب البعث
Baath (resurrection) party

١٣ - مادي - ماديون
materialist

لا تعتمد حياة الانسان على الناحية المادية فحسب ، بل

تتجاوزها الى الأمور الروحية .

مادة - مواد
material, subject
معدل - ١٤
average; norm

ما زال معدل دخل الفرد السنوي في البلدان العربية قليلا .

١٥ - توفّر ، توفّر
to be ample, abound, to be abundant
لقد توفّر لدي المال الكافي لاشترأ بيت جديد .

(وفر ، وفر)

١٦ - فرصة - فرص
opportunity, chance

الفرص متوفرة للحصول على التعليم في الولايات المتحدة .

ينتهبز الفرصة
to seize the opportunity, take advantage of the opportunity

تَأْلَمُ ، تَأْلَمُ - ١٧ to suffer

يتألم الانسان لموت فرد من أفراد عائلته أو صديق عزيز عليه .

(أَلِم - آلام)

مُؤْلِمٌ

painful

أُسْبُوعُ الْآلَامِ

Passion Week

عَطِلَ - ، عَطِلَ : عَاطِلٌ (عن) - عَاطِلُونَ

unemployed,
jobless,

يزداد عدد العاطلين عن العمل يوماً بعد يوم

to be unemployed

تَعَلَّقَ بِـ ، تَعَلَّقَ

- ١٩ to be related to

موضوع هذا الدرس يتعلق بهجرة العلماء من بلادهم إلى

أقطار أخرى .

(عِلَاقَة)

العِلَاقَاتُ الْعَامَّةُ

public relations

ذَوُ عِلَاقَةٍ بِـ

connected with,
related to

خَطَّطَ ، تَخَطَّيْتُ

- ٢٠ to plan, map out

التخطيط مهم جداً في جميع مجالات الحياة .

(خَطَّة - خَطَط)

وِزَارَةُ التَّخَطُّيْتُ

ministry of planning

أَرْشَدَ ، إِرْشَادٌ ، إِرْشَادَاتُ

- ٢١ to advise, guide,
counsel

في معظم الجامعات اساتذة يقومون بإرشاد الطلاب الجدد

أثناء دراستهم .

وِزَارَةُ الْإِرْشَادِ الْقَوْمِيِّ

Ministry of National
Guidance

زِهْنٌ - أَذْهَانٌ

- ٢٢ mind, intellect

ما زالت صورة تلك الحادثة حيّة في ذهني .

زِهْنِيٌّ

mental, intellec-
tual

زِهْنِيَّةٌ

mentality

أَجْرَى ، إِجْرَاءٌ ، إِجْرَاءَاتُ

- ٢٣ to perform, to
carry out

تقوم الحكومة ببعض الإجراءات لتوفير العمل للعاطلين .

إِجْرَاءَاتٌ قَانُونِيَّةٌ

legal measures

إِتَّخَذَ ، إِتَّخَذَ - ٢٤ to take, adopt

اتخذت الحكومة اجراءات جديدة لتشجيع حركة السياحة .

(أَخَذَ)

إِتَّخَذَ مَوْقِفًا

to take an attitude,
to assume a position

حَدَّ - مِنْ ، حَدَّ ، حَدَّ - ٢٥ to limit, restrict

ليس من مصلحة لبنان ان تتبع سياسة للحد من هجرة المواطنين .

(حَدَّرَ ، حَدَّ - حَدَّ ، حَدَّ)

أَعْفَى ، أَعْفَى

to relieve, exempt
excuse (from)

اعفت الجامعة بعض الطلاب من امتحان اللغة الأجنبية .

(عَفَا)

عَفَا عَامًا

amnesty

عَدَّلَ ، تَعَدَّلَ ، تَعَدَّلَاتُ

to amend, adjust,
to balance

اجرت وزارة التربية التونسية تعديلا فى مناهج المدارس .

تَعَدَّلَ وَزَارِيَّ

cabinet reshuffle

عَدْلٌ

straightforwardness,
justice, impartiality

دَرَّبَ ، تَدْرِبُ

to train

فى بلادنا معاهد خاصة لتدريب الأطباء والمحامين والمعلمين .

تَدْرِبُ عَسْكَرِيَّ

military training

مُدَرَّبٌ - مدريون

coach, trainer

خُلَاصَةٌ - خُلَاصَاتُ

summary, summa-
tion

نجد فى كثير من الكتب خلاصة لأهم ما جاء فيها .

وَالْخُلَاصَةُ

in short, briefly

ب - النص الأساسي

مقدمة :

من المشكلات الكبرى التى تواجه الدول النامية هجرة ابنائها من العلماء والمختصين الى دول أخرى تتوفر فيها ظروف العمل ، وتيسر لهم حياة أفضل . وتحدث المقالة التالية عن أسباب الهجرة ونتائجها وطرق معالجتها .

*** **

تواجه البلدان الآسيوية والعربية اليوم الى جانب المشاكل السياسية والاقتصادية مشكلة خطيرة أخرى : هي هجرة الأدمغة Brain Drain الى خارج أوطانها ، خاصة الى الولايات المتحدة الامريكية ، ونعني بكلمة " الأدمغة " هنا : رجال العلم والإختراع والطب والفكر والهندسة والبحث العلمي والتربية والتعليم والادارة وغيرهم . وقد ازدادت هذه الهجرة بصورة ملحوظة بعد الحرب العالمية الثانية ، والهجرة هذه اذا لم تعالج بحكمة سوف يكون لها نتائج خطيرة بالنسبة للدول النامية ففي آسيا والعالم العربي .

والفرض من هذه المقالة أن نبين عدد المهاجرين من رجال العلم والاختصاص ، وأهمية " الأدمغة " في بناء الأمم ، وذكر أسباب الهجرة وطرق معالجتها .

هجرة العلماء والمفكرين :

لقد أعلن أحد الاساتذة الامريكيين ان البلدان النامية تخسر ٢٥ ٪ من المفكرين ورجال الاختصاص بسبب الهجرة الى خارج بلادها . وقد جاء في دراسة اشرفت عليها الأمم المتحدة ان الدول النامية تخسر عددا كبيرا من علمائها الى الدول المتقدمة ، خاصة الولايات المتحدة . فالأخيرة تستقبل ٥٠٠٠ مهندس كل سنة معظمهم من الدول النامية التي تحتاج الى علومهم وجهودهم ، والولايات المتحدة تحصل ايضا على ٥٠ ٪ (أى ٧٠٠٠) من الاطباء الذين تحتاج اليهم ، من الدول النامية مع العلم أنها تحتاج الى ١٤٠٠٠ طبيب كل عام ، ولكن مدارس الطب هناك لا تخرج سوى ٧٠٠٠ طبيب كل سنة .

أهمية " الأدمغة " في بناء الأمم :

لقد أدركت الولايات المتحدة الامريكية بتجارها وبعيد نظرها ، أهمية الدور الذي يلعبه رجال العلم والاختصاص في بناء الأمم ورفع شأنها* فراححت بعد الحرب الثانية تفتش بجهد كبير عن رجال العلم والمفكرين في الجامعات الامريكية حيث يكثُر الطلاب والعلماء الاجانب مستعينة على

agree

dazzling

stock

بلوغ اهدافها بمختلف أساليب الاغراء . هذا ويجمع المطلعون على القول بأن الولايات المتحدة نجحت نجاحاً باهراً في هذا المجال ، ان تجمع لديها رصيد كبير من " الأدمغة " المستورده مما يشكل أكبر مجموعة من الادمغة في العالم .

هجرة الأدمغة في البلدان الآسيوية :

تقول إحدى صحف الفلبين " ان هجرة الاطباء والمرضات من الفلبين الى أمريكا الشمالية تعد بالآلاف ، وان عددهم يبلغ حوالي " ١٠٠٠ " طبيب وممرضة منتشرين في كافة الولايات المتحدة . واما في الباكستان فتقول صحيفة " الباكستان تايمز " ان العدد الكبير من العلماء والفكرين والاداريين الذين يهاجرون مرتفع جداً لدرجة أنه يدعو الى القلق " وذكرت الصحيفة ان من بين هؤلاء : اطباء ، ومهندسين ، ومعلمين ومحامين وخبراء فنيين في عدة حقول علمية . واليابان ، الدولة الصناعية المتقدمة ، تواجه هذه المشكلة ايضاً ، فقد جاء في تقرير وزارة التربية اليابانية ان هناك حوالي ٥٠٠ من العلماء والفكرين الذين تركوا أعمالهم الجامعية ما بين ١٩٥٩ - ١٩٦٣ وذهبوا الى الخارج لمدة أكثر من ستة اشهر ، وما تزال هجرة العلماء مستمرة . وأما على الصعيد اللبناني ، فهناك أكثر من ١٠٠٠ عالم لبناني يعملون في الخارج اليوم

level

in comparison
with

مقابل ٣٠٠ في لبنان . وجاء في دراسة للجريدة العالمية " كريستيان ساينس مونيتور Christian Science Monitor " ان عدد الاطباء الايرانيين الذين

درسوا في امريكا واقاموا في نيويورك وحدها أكثر من مجموع الاطباء في ايران . وقد جاء في دراسة عن هجرة الادمغة في مصر خلال السنوات ١٩٥٦ - ١٩٦٦ ان نسبة كبيرة من المصريين الذين بعثوا الى الخارج بمنح ولم يعودوا قد استقروا في الولايات المتحدة وان أكثرتهم كانوا من المختصين في العلوم التطبيقية .

fellowships

applied

أسباب الهجرة :

ما هي أسباب هجرة العلماء ورجال الاختصاص والطلاب من الدول الآسيوية والعربية الى أمريكا ؟

لعمل اهم الأسباب ، كما بين المطلاعون : ترجع الى ما يلي :

١ - المال والرياح المادي . ان حامل الدكتوراه فى الولايات المتحدة

Times as much يربح عشرة أضعاف ما يمكن ان يربحه فى آسيا . ويربح حامل الدكتوراه الباكستانى ١٥ مرة أكثر من معدل دخل الفرد فى بلاده .

Lebanese cur- ويبلغ راتب الاستاذ فى الجامعة اللبنانية ٦٠٠٠ ليرة لبنانية بينما
rency (\$ = 3.25
Liras) يستطيع ان يربح فى الولايات المتحدة ٣٠٠٠٠ ليرة لبنانية .

٢ - عدم توفر فرص عمل للاختصاصيين . يعود رجل الاختصاص الى

بلده ، فى آسيا أو الدول العربية فيكافح ويتألم حتى يجد عملاً

ملائماً فى دائرة اختصاصه . قال وزير خارجية الهند عام

Parliament ١٩٦٦ فى البرلمان الهندى " ان هناك علماء عاطلين عن العمل

لأنه ليس هناك أعمال مناسبة لهم فى الهند فى دوائر اختصاصهم "

وجاء فى احدى الدراسات الهندية ان ثلث ٤٠٠٠ عالم فى الهند

اما عاطلون عن العمل أو يعملون فى حقول لا تتعلق باختصاصهم .

٣ - عدم تقدير العلماء . ان المجتمع الآسيوى والعربى ، مع الأسف ،

لا يقدر قيمة العلماء والمفكرين كما هو الحال عند أهل الغرب .

٤ - الزواج من أجنبيات . جاء فى الدراسة المصرية ان ٥٧ ٪ من الذين

استقروا فى امريكا متزوجون من امريكيات .

٥ - عدم الاستقرار السياسى والاقتصادى فى عدد كبير من الدول الآسيوية

والعربية .

٦ - عدم وجود تخطيط تربوي وتوجيه وارشاد مهني .

كيف تعالج هجرة " الأدمغة " ؟

comes to

والسؤال الذى يتبادر الى الذهن الآن هو : ما هى الاجراءات

التي اتخذتها الدول النامية لمواجهة هجرة " الادمغة " ؟ لقد اهتم

المسؤولون بايجاد حل لهذه المشكلة فى بعض هذه الدول وحتى فى

الولايات المتحدة نفسها فاتخذوا بعض الاجراءات للحد من هجرة العلماء

والمفكرين اهمها :

١ - ايجاد أعمال مناسبة برواتب محترمة . لقد اتخذت " مثلاً " الجمهورية

customs

statement

concerned

العربية المتحدة بعض الاجراءات لحل هذه المشكلة وذلك بوضع الرجل المناسب فى المكان المناسب فى دائرة اختصاصه ، وعقد مؤتمر للعائدين للتأكد من ان كلا منهم وضع فى المكان الذى يستطيع فيه الانتاج . كما حاولت الحكومة اعفاء العائدين من الجمارك .

٢ - تغيير قوانين الهجرة الدولية . قد اقترحت الجمهورية العربية المتحدة على منظمة اليونسكو اصدار بيان عالمي لاقناع الولايات المتحدة خاصة والدول المعنيّة الأخرى عامة بتعديل قوانين الهجرة بالنسبة للعلماء والاختصاصيين .

٣ - انشاء معاهد لتدريب المختصين وتشجيع قيامهم بالبحوث فى الحقول المختلفة .

٤ - تقوية الجامعات الوطنية .

٥ - العمل على قيام تخطيط تربوي وعلمي يوجه سياسة البلد بالنسبة لاحتياجاته من العلماء والمفكرين ورجال الاختصاص .

٦ - فصل السياسة عن العلم وذلك باعطاء الحرية العلمية الكافية للعلماء ورجال الاختصاص للعمل بحرية فى مشاريعهم العلمية .

والخلاصة ان الأمة العربية بحاجة الى رجال العلم والفكر فى مختلف الحقول ، فهم أساس التقدم والازدهار الاقتصادي والحضاري ، وعلى الدول العربية ان تدعو الادمغة والعقول العربية الموجودة فى الخارج للعمل فى الوطن العربي ، وان تعمل على ايجاد جو يشجعهم على العودة والبقاء والانتاج .

بقلم الياس زين ، مجلة "العربي" الكويتية ، ص ٤٧ - ٥٠

تمرين ١ : اسئلة وأجوبة

اجب على الاسئلة التالية :

١ - ماذا معنى ب " هجرة الادمغة " ؟

٢ - وماذا معنى ب " الادمغة " ؟

- ٣ - متى ازادت هجرة الادمغة ؟
- ٤ - الى اين يتوجه معظم العلماء المهاجرين ؟
- ٥ - ما الغاية من المقالة التي قرأتها ؟
- ٦ - ما هي نسبة العلماء الذين يهاجرون من الدول النامية ؟
- ٧ - كم مهندس يهاجر الى الولايات المتحدة سنويا ؟
- ٨ - لماذا تحتاج الولايات المتحدة الى أطباء من الاقطار الأخرى ؟
- ٩ - متى أخذت الولايات المتحدة تشجع هجرة العلماء اليها ؟
- ١٠ - لماذا تشجع الولايات المتحدة هجرة المفكرين اليها ؟
- ١١ - كيف نجحت الولايات المتحدة في استيراد المفكرين ؟
- ١٢ - اذكر ثلاثة من البلدان الاسيوية التي ترتفع فيها هجرة الادمغة الى الخارج .
- ١٣ - ما هي اسباب هجرة العلماء والمفكرين العرب الى أمريكا ؟
- ١٤ - ما هي الاجراءات التي يقترحها الكاتب للحد من هجرة الادمغة ؟
- ١٥ - كيف تستطيع الدول العربية أستعادة علمائها الموجودين في الخارج ؟

القسم الثاني

A.

أ. اسم المفعول

An adjectival clause beginning with a definite relative pronoun is equivalent in meaning to a phrase beginning with a participle defined by أَل :

'The play that was read' المسرحية التي قُرِئَتْ
'The play that was read' المسرحية المَقْرُوءَة

If the verb in such clauses or phrases is part of a verb-preposition idiom, and if it is passive, then the passive verb or the passive participle is used impersonally (i.e., only in the third masculine singular) and a pronoun suffix referring to the recipient of the action is added to the preposition:

'The projects that were commented on' المشاريع التي عُلِّقَ عليها
'The projects that were commented on' المشاريع المَعْلَقُ عليها
'The projects, the discussion of which is (to be) expected.' المشاريع التي يُنْتَظَرُ بحثها
المشاريع المُنْتَظَرُ بحثها

تمرين ٢ في كتاب التمارين .

B.

ب • وزن انْفَعَلَ

Form VII InFaMaL verbs have intransitive meaning, e.g.

انصرف 'to

leave'. They may have (a) reflexive-intransitive meaning as opposed to transitive verbs, e.g.

دفع نفسه الى الزواج منها بدون تفكير • 'He pushed himself into marrying her without thinking.'

اندفع الى الزواج منها بدون تفكير • 'He plunged into marriage with her without thinking.'

(b) passive meaning where no agent exists as opposed to a transitive verb in the passive voice, where there is an agent but not mentioned:

كُسِرَت الساعة • 'The watch was broken.' (by someone)

انكسرت الساعة • 'The watch broke.'

The implication of the Form VII verb is that the object somehow let the action happen to it, much as we might say in English, "The watch got broken" (I didn't do it).

تمرين ٣ : تحويل

حول من وزن "فعل" المجهول الى وزن "انفعل" كما في المثل التالي :

The party was dissolved.

حلَّ الحزب ←

The party dissolved itself.

انحلَّ الحزب •

٠١ كسرت ساعة يدي •

٠٢ عقد المؤتمر في الشهر الماضي •

٠٣ قطعت المواصلات بين عمان وبغداد •

٠٤ كشف امره •

٠٥ صرف الحاضرون •

C.

ج • استعمال الحروف : على

The preposition على has a variety of meanings; among the basic ones are:

a. "on, upon" (place); at

b. "according to, in accordance with" followed by ما plus verb:

على ما يقال 'according to what they say.'

c. "at the time of, at, in"

d. "to the debit of, to the disadvantage of, against" (as opposed to ل 'to the credit of, for')

e. "in spite of" = على الرغم من

f. "obligatory for, incumbent upon".

Cf. ما عليك 'Don't worry (about it)!'

followed by object plus أن -clause: 'must'

g. على is often used with كان (or in an equational sentence) and followed by a noun (including verbal noun) giving the meaning of "to be..." or "to have...", etc., e.g. كان على حق 'to be right'

كان على احسن ما يمكن 'to be in the best (condition) possible'

كان على موعد مع 'to have an appointment with.'

h. على أن (1) 'however, but, yet, on the other hand'

(2) 'on condition that; albeit'

i. على أن 'on condition that, provided that'

j. على also participates in a large number of idioms, such as

على كل حال 'in any case' and

على التقريب 'approximately'.

تمارين ٤ في كتاب التمارين •

د • تمارين عامة

تمارين ٥ : تحويل

اعط الجمع كما في الازان التالية :

ب • مفاعيل أو فعائل ، فواعيل ، أفاعيل

أ • فَعْل - فُعُول

MaFaaMiil, FaMaaLiiL, FaWaaMiil, ?aFaaMiil

FaML - FuMuul

٠٢ • ميدان

٠١ • مقياس

٠٢ • عهد

٠١ • اصل

عنوان	٠٩	مفهوم	٠٣	فصل	٠٩	نجم	٠٣
تلميذ	٠١٠	مشروع	٠٤	حقول	٠١٠	قيد	٠٤
اسلوب	٠١١	موضوع	٠٥	بيت	٠١١	قبر	٠٥
تعليم	٠١٢	قانون	٠٦	قرض	٠١٢	ذنب	٠٦
تعبير	٠١٣	قاموس	٠٧	قرن	٠١٣	عقل	٠٧
		عنوان	٠٨			ضيف	٠٨

ج ٠ فاعل - فُعَّال FaaMil - FuMMaaL

جاهل	٠٩	سائح	٠١
حاكم	٠١٠	كاتب	٠٢
خادم	٠١١	رايّد	٠٣
غايّب	٠١٢	عامل	٠٤
تاجر	٠١٣	زايّر	٠٥
زارع	٠١٤	طالب	٠٦
صانع	٠١٥	قايّد	٠٧
		قاري	٠٨

تمرين ٦ : دراسة المفردات

أ. س أ ل

to ask

١. سَأَلَ ، سَوَّالٌ / مَسْأَلَةٌ

to ask s.o. a question

سأله سؤالاً

to ask s.o. about s.o. else

سأله عن أخباره

to ask s.o.'s opinion

سأله رأيه

question

٢. سَوَّالٌ - أَسْئَلَةٌ

يجب ان تجيب على جميع الاسئلة في هذا الامتحان .

problem; matter; case; question

٠٣ مَسْأَلَةٌ - مَسَائِلُ

هل تعرف حل هذه المسألة الحسابية؟

ان قضية تعريب الجزائر من المسائل المهمة التي تواجهها وزارة التربية .

to beg

٠٤ تَسَوَّلَ ، تَسَوَّلَ

كان فقيرا جدا بحيث اضطر الى التسول في المدينة .

beggar

٠٥ مُتَسَوِّلٌ - مُتَسَوِّلُونَ

يكثر المتسولون في البلاد الفقيرة .

questioner; beggar

٠٦ سَائِلٌ - سَائِلُونَ

قابلني سائل في الطريق واعطيته قرشا .

to ask one another

٠٧ تَسَاءَلَ (عن) ، تَسَاءَلَا

التقى الصديقان بعد غياب طويل وتساءلا عن اعمالهما وعائلتيهما .

to ask o.s. whether

to ask o.s. whether

تساءل هملت : اتكون ام لا تكون ، تلك هي المسألة .

responsible, answerable, accountable (for)

٠٨ مَسْؤُولٌ (عن) - مَسْؤُولُونَ

اعلن المسؤولون بأن العمل في السد العالي سينتهي قريبا .

كان مسؤولا عن مشروع استصلاح الاراضي .

responsibility

٠٩ مَسْعُولِيَّةٌ - مَسْعُولِيَّاتٌ

ان مسعولية رئيس الوزراء في هذه الظروف خطيرة .

- ٠١ وَحَدٌ -
to be alone, unique
على حدة
كل على حدة
everyone by himself, each separately
يجب ان نعالج مشاكلنا كل على حدة •
- ٠٢ وَحْدَةٌ -
oneness, unity
الوحدة العربية
Arab unity
يرى بعض المفكرين ضرورة جمع الاقطار العربية في وحدة شاملة •
- ٠٣ وَحْدَةٌ - وَحْدَاتٌ
unit, military unit
لقد تحركت وحدات من الجيش غير معروفة العدد الى المنطقة للقضاء
على الثورة •
- ٠٤ وَحْدٌ ، تَوْحِيدٌ
to make into one, unite, unify
يسعى كثير من المفكرين العرب الى توحيد البلاد العربية •
مُوَحَّد - موحدون
united
نريد امة موحدة قوية قادرة على الوقوف في وجه اعدائها •
وَحَّدَ الله
to declare God to be one, to profess belief in the unity of God
الاسلام من الاديان التي توحيد الله •
مُوَحَّد - موحدون
one who professes the unity of God
- ٠٥ تَوَحَّدَ ، تَوْحُّدٌ
to be one, alone, by o.s.
سيأتي اليوم الذي تتوحد فيه الدول العربية •
- ٠٦ اتَّحَدَ ، اتِّحَادٌ
to be one, form a unity

unanimously	اتحدت اراء الحاضرين •
unanimity	بأتحاد الاراء + بالاجماع
	اتحاد الاراء
alliance; association; federation; union	٠٧ اتحاد
the Soviet Union	الاتحاد السوفيتي
Universal Postal Union	اتحاد البريد العالمي
federal government	حكومة اتحادية
united; uniform; unanimous	٠٨ مُتَّحِدٌ - مُتَّحِدُونَ
the United States	الولايات المتحدة
the United Nations	الامم المتحدة
the United Arab Republic	الجمهورية العربية المتحدة
the United Kingdom	المملكة المتحدة
one; someone	٠٩ واحد
one after the other, one at a time, successively	واحد بعد واحد واحد بعد الآخر واحدًا فواحدًا واحدًا واحدًا
everyone, everybody	كل واحد
not a single one, not one	ولا واحد

القسم الثالث : الاغناء والفهم

أ - استمع الى القطعتين المسجلتين على الشريط واعمل بماء
جاء في التمرين الخاص بكل منهما، (تمرين ٧ و ٨)
في كتاب التمارين .

ب - للاغناء فقط . استمع الى المقطعات (concepts) من
الغناء الشعبي المسجله على الشريط .

القسم الرابع : المراجعة

تمرين ٩ - ١٣ في كتاب التمارين .

القسم الخامس : المطالعة الموسعة

السياحة في مصر

لابد أن نوجه اهتماما خاصا الى سياحة الشباب والطلبة
الذين يمثلون أكبر القطاعات حبا للحركة والسفر وذلك بتوفير
وسائل المعيشة المتوسطة التكاليف للشباب الاجنبي في مُعسكرات
وبيوت شباب وفنادق خاصة ، لان الشباب قادة حركة السياحة
في المستقبل .

ان السياحة في مصر تحتاج الى تشكيل لجنة عليا دائمة

credits	تضم ممثلين لمختلف القطاعات والجهزة تكون لها <u>إِعْتِمَادَاتُ</u>
information; publicity	خاصة تسمح بوضع خطة شاملة للإعلام والدعاية مع تخصيص
currency	نسبة في الدخل السياحي بالعملة الاجنبية للدعاية الخارجية .
spending	فالموارد السياحية تأتي نتيجة الصَّرفِ عليها ، عن طريق الدعاية العامة وتشجيع شركات السياحة وذلك كله يحتاج الى عدة اجراءات منها :
frame	١ - ضرورة ايجاد مكاتب للدعاية في شركات الفنادق السياحية تعمل جميعها على وضع تخطيطها الدعائي في إطار <u>الخطوة</u> العامة .
	٢ - التعاون مع الشركات المتخصصة في الخارج للقيام بدعاية سياحية لبلادنا ورفع مستوى المطبوعات والنشرات التي توجه للسائح الأجنبي .
reports	٣ - البدء بنشاط كبير في الكليات والجامعات والمعاهد العليا في دول العالم ومدّها بالبيانات الثقافية والمحاضرين القادرين من الاساتذة المصريين لالقاء محاضرات في التاريخ المصري .
	٤ - توجيه اهتمام خاص لعقد مؤتمرات سياحية بين الدول العربية ودول البحر الابيض المتوسط والدول الافريقية وبقية الدول السياحية لتوثيق الروابط مع هذه الدول .
fixed; celebration	٥ - تحديد تاريخ ثابت للمهرجانات والاحتفالات والمباريات الرياضية مع الاعلان عنها في الخارج لجذب السياح .
attraction	٦ - اجراء اتصالات واسعة مع الشركات الاجنبية التي تتقدم بمشروعات سياحية جديدة وجذابه للسياح مثل انشاء القرى السياحية وبيوت الشباب وغيرها والاستفادة ما أمكن بكل الخبرات الاجنبية العالمية .

ان الزمن ما زال معنا حتى الان ... وانظار العالم

كله تتجه الى شاطئ البحر الابيض المتوسط حيث نحن ...

about to

وحركة السياحة العالمية تُهمُّ الان بالتحرك نحونا . وكل
ذلك يحثنا على الاستعداد من الان لمواجهة موجة سياحية
كبيرة قادمة مع الايام الينا .

ان مصر تحتاج الان أكثر من أي وقت مضى للاصدقاء ...

وأما منا في السياحة وسيلة فعالة لكسب الاصدقاء ... يأتي

onlookers;
enjoyment

الينا السياح مجرد مُتَفَرِّجين يقضون أوقات فراغهم في المتعة
... وعلينا وحدنا ان نحولهم الى دعاة لنا في كل مكان
يذهبون اليه ... ولن يأتي ذلك الا اذا عادوا اصدقاء .
مرة أخرى الزمن ما زال معنا حتى الان ولكنه لن يظل
كذلك طويلا .

"الأهرام" ١٨ يونيو (حزيران) ١٩٧١

ص ٥

السنة ٩٧ ، العدد ٣٠٨٧٥

تمرين ١٤ في كتاب التمارين

الدرس الحادي والعشرون

القسم الأول : القراءة

أ - العصفور القطني الأصفر

مقدمة :

بطل هذه القصة أب يفكر في شراء لعبة طلبها ابنه الصغير ، غمر
ان وضعه المالي لا يساعده على تحقيق رغبة ابنه فيضطر الى ان يقدم
له وعدا كل يوم بشرائها حتى اذا تيسر له في أحد الأيام بعض
المال وبدأ يفكر بعودته الى البيت ومعه اللعبة وجد نفسه في
الطريق امام طفل يحتاج الى مساعدة مالية . وهنا تبدأ مرحلة
صراع نفسي بين مشاعره الأبوية ، وشعوره الانساني نحو الطفل .

struggle

ومؤلف هذه القصة هو سهيل ادريس القصاص اللبناني الشهير ومؤسس
مجلة " الآداب " الشهرية التي تعتبر من أهم المجلات الأدبية في العالم
العربي . لقد ظهرت له عدة روايات يصور فيها أبطاله وهم يواجهون
أزمة الصراع بين القيم العربية الاسلامية ، والمفاهيم الغربية ، كما
نرى ذلك في " الحي اللاتيني " و " الخندق العميق " و " أصابعنا التي تحترق " .

النص

سيبقى معي نصف ليرة ، من غير شك . إنها الآن ثلاث ليرات ونصف
الحمد لله . أعطانا على قدر ما نستحق . سأصلي له هذا المساء
بعد صلاة العشاء ركعتين للشكر . ثلاث ليرات ونصف . لا بأس بها
ليرة منها للحم ، ونصف ليرة للبانجان ، وأربعون قرشا للخز وستون
للأرز ، ونصف ليرة للسمن . أتراني أخطأت العد ؟ ليرة ، ونصف
، وأربعون ، وستون ، ونصف ... لا ، لم أخطئ ، سيبقى النصف
اذن . سيفرح اليوم " زياد " . أيقاه الله لي . سيحقق حلمه الذي
انقضت أيام ستة وأنا أهده له . هذا المساء يا زياد . غدا

evening;
not bad that's
O.K.; piastre

God keep
him for me;
dream

يا حبيبي . بعد الظهر يا عيوني . وحياتك صباح الغد يا زياد ،
حتى كدت أخجل منه ، وأتمنى أن أجده نائما حين أعود ، على شدة
شوقي اليه . اما هذا المساء فلن أكون كاذبا : ذلك العصفور القطني
الأصفر ، سيلمسه زياد أخيرا بأصابعه ، هذا المساء ، وسيلمس ظهره

fingers;
back

الناعم بيده الصغيرة ، وسيضمه الى صدره . سامحني يا حبيبي .
كل يوم وأنا أعذك بشرائه . هل أنسى وقتك امام تلك الواجهة ، تنظر
بعض كسرة الى العصفور القطني الأصفر ، تحاول أن تمد يدك اليه ؟
وحين رفعتك وقبلتك ، وعدتك أن أشتريه لك في اليوم التالي ؟ ومرت
أيام ، ولكن ما حيلتي يا زياد ؟ كان الشغل هذا الأسبوع قليلا .
وأنت تعرف - أولا تعرف - كم أكسب من هذا الشغل . ولم أحمل
حوائج كثيرة ، حتى أنني أحس ظهري مرتاحا ، ولا اشكو ذلك الوجع

my leg;
avarice, greed;
porters

will go on,
continue

في ساقبي . الناس يزدادون بخلا يا زياد . بعضهم يزدادون بخلا
فيحطون هم حاجاتهم بدلا من أن ينادوا العُتَالَة ، وبعضهم يفضلون
سيارات الأجرة لتنقل لهم حاجاتهم . تصور ان هذا سيدوم ، فماذا
نفعل بعد ذلك يا بني ؟ انني لا أحسن عملا آخر . ولن أجعلك
أنت تختار هذه المهنة . ستكون أفضل مني . يجب ان يكون الأبناء
أفضل من الآباء . ابن العتال عتال ؟ لن أرضى بذلك . ستكون
أفضل مني يا زياد . ستذهب الى المدرسة في العام القادم .
كنت أتمنى ان تذهب الى المدرسة هذا العام ، ولكنهم قالوا لي انك
ما تزال صغيرا . واذا شئت الحق يا زياد ، ارتحت قليلا لهذا الجواب

tuition

let us as-
sume, sup-
pose

grocery

لأنني كنت أتساءل اين أجد لك أقساط المدرسة . ولكنني منذ الآن
سأعمل كثيراً لأوفر بعض المال ، ولأدفع لك الاقساط في العام القادم
ولعله بعد عام أو عامين . ستخفف الاقساط أو تُلغى . من يدري ؟ ..
ولكن لنفرض ان ذلك لم يحدث ؟ سأعمل ليل نهار يا زياد لتوفير هذه
الأقساط ...

عجبا . أهذا دكان السمّان ؟ لكانه ينتصب لساعته ، ولم يكن
موجودا من قبل ... حسنا . هات كيلو من الارز يا حاج محمود
ونصف ليرة سمنة . و كيلو خرزا . يبقى البازنجان سأشتريه من دكان

meat shop

موسى . أما اللحم فمن ملحمة العائلات . انقضت ثلاثة أيام لم نأكل فيها لحما . ثم فرجها الله . لا بأس . اننا لن نموت جوعا و " سليمة " زوجتي ، امرأة صالحة ، لا تطلب شيئا ولا تشكو شيئا . لا هم لها الا زياد . والا تنظيف الغرفة وترتيبها . وكم تبدو غرفتنا نظيفة كل مساء . انني أشعر فيها براحة عجيبة . كأنما أعـود اليها من سفر بعيد . ولكني لن أقـم فيها طويلا . صحيح أنها نظيفة ، ولكنها صغيرة جدا . ولن تليق بزياد حين يكبر . لاشك في أن الأحوال ستتحسن في المستقبل ، ويتضاعف دخلي . ومن يدري ؟ فقد اختار مهنة أخرى أكثر ربحا ... لنتركها للزمن ، على أى حال .

rest, comfort

والان ، هات يـا عم سعيد أوقية وربع الاوقية من الموزات . لا . بل من لحم البقر . اعطني معها بعض العظم سندعو لك بالخير ان شاء الله

cows(i.e.
beef)

احسن اليوم بجوع غريب ، ولكن يـا سبحان الله ، كيف يذهب جوعي سريعا بمجرد ان ابدأ بالأكل ، ولا آخذ بضع لقـمات الا واحسن الشبع .. سأخذ زياد في حضني ، وأتفرج عليه ، كيف يلعب العصفور القطني الأصفر ... سيلعب معه قليلا ، ثم يضعه أمام رأسه في الفراش ، وينام والبسمة على شفتيه . انتظرنـي يـا زياد ، فبعد عشر دقائق على الأكثر ، سيكون العصفور أمامك ، فتحمله بيدك الصغيرة الحلوة ، واحملك بمن دراعي ، واقبلك ، واضمك الى صدري ... انتظرنـي يـا زياد انتظرنـي .

saturation,
satiety

my arms

ولكن ما هذا ؟ لماذا يضرب هذا اللعين الصبي ؟ اسمع أنت ، لماذا تضربه ؟ انه أخوك ؟ جريمتك ان مزوجة . ألا تسمع بكاءه ؟ ألا ترى حيات العلكة تسقط من صندوقه الصغير فيحملها واحدة واحدة ولا تساعده ؟ من علمك هذه القسوة ؟ تقول أنه يبكي لأنه لم يبيع كل محتويات صندوقه ؟ وهل تضربه من أجل ذلك ؟ انه سيبيعها غدا . تقول أن أباكما سيضربكما لهذا ؟ ولكن أي أب هذا ؟ إنك مريض ؟ ولكن هل يكفي أن يكون مريضا ليفرض على طفله هذا كله ؟ .. ولكن أنت ، أنت لماذا تضربه ؟ لأنه يريد ان يبيعك انت باقي حياته ، فيكون الضرب من نصيبك ، لا نصيبه ؟ كفى .. كفى .. يبكي لأنه لم يبيع

pieces of gum

كل حياته ، هذا مفهوم . فدعه اذن . تعال انت ، تعال أيها
 الصغير . امسح دُمُوعَكَ ، وكف قليلا عن البكاء . كم عمرك يا بني ؟
 أربع سنوات ؟ انك اذن بعمر ابني زياد . كم عدد الحبات التي
 بقيت معك ؟ تسع حبات ؟ وكم ثمنها ؟ خمسة وأربعون قرشا . نعم
 خمسة وأربعون قرشا . تقول خمسة وأربعون قرشا . ولكن .. ولكن ..
 العصفور القطني الأصفر ؟ العصفور الأصفر ؟ العصفور ؟ القروش الخمسة
 التي تبقى لن تكفي لشرائه . ما العمل اذن ؟ يا الهي . ساعدني
 على حل هذه المشكلة . عدت الى البكاء أيها الصغير ؟ ارفع وجهك
 وانظر الي . عجا : أنك تُشَبِّه " زياد " . اقسم بالله أنك تشبهه
 وعمرك مثل عمره . ولكني أنا .. لا أضربه . أنا لست مريضا والله الحمد .
 ولو كنت مريضا ماضرتنه مطلقا . كفى ، كفى ، لاتعد للبكاء .
 أنك تطلب مني أن أتركك ؟ ولكن قف قليلا . تعال . انني لا أريد أن
 يضربك أبوك . إنه لو ضربك ، فكأنني اضرب زياد . تصور انني اضرب
 زياد . لتقطع يدي قبل ذلك . تعال ، خذ هذه نصف ليرة . هذه
 نصف الليرة . اشتريت منك الحبات الباقية هاتِها . والقروش الخمسة الباقية
 لا . دعها لك . خذها ايضا . انها هدية ... هدية لك من زياد .
 نعم . ابتسم هكذا . امسك يد اخيك . وأنت لاتضربه بعد الآن .
 لاتضربه ابدا . أنه صغير ، وجميل ، ويشبه ابني زياد . سمعت ؟
 لاتضربه ابدا .

ولكن عجا . لماذا يثقل السِّل على ظهري ؟ مع أنه ما فيه غمر
 ثقيل ؟ ماذا ؟ لأنه يؤس العالم كله يوضع فيه ، كأن يدا خفية
 تجمع يؤس الدنيا لتضعه فيه ، فيثقل ، ويثقل ، ويثقل . ولكن ليس
 البؤس وحده . بل الظلم ايضا البؤس والظلم .

أعطاك الله العافية يا أم زياد . خذي هذا بعض الطعام . لقد
 سترها الله علينا اليوم . اسمعي هذه القصة يا أم زياد . ولكن
 أين زياد ؟ انني لا أسمع صوته . تقولين إنه نائم ؟ ولماذا نام
 باكرا ؟ لقد انتظرتني طويلا ؟ ولم يكف عن السؤال عن العصفور الأصفر ؟

ثم تعب ونام ؟ لا بأس يا أم زياد .. غدا .. غدا ، سأشتري له
العصفور الأصفر . من كل بد . سأشتريه بأجرة أول حطة أحطها .
من كل بد .

اية نظافة في هذه الغرفة يا أم زياد . سلمت يداك . ليس
عندي مال ، يا أم زياد . ولكك أنت مالي وشروتي أنت زياد .

هاتي ناكل لقمة . لأنني أحس بالنعاس اليوم يا أم زياد . لا أدري لماذا
أريد أن أنام . تصبحن على خير . انت زياد . ولكن يا الهي ...
ماذا أرى ؟ إنه حلم . لقد حلمت بأن زياد يتحول الى عصفور ،
عصفور صغير أصفر ، ويروح يدوم في هذه الغرفة ، ثم يخرج من
النافذة ، ويطير بعيدا ، بعيدا .. تعال اقبلك في جبينك ، تعال
يا زياد قبل ان أعود الى النوم . ولكن النوم يقاومني . وأشعر أن
عينني مفتحتان تحدقان في الليل . في هذا الليل الكيف . إنني
احسه ثقيلًا ، كما احسست السل على ظهري منذ ساعات . أريده
ان يفضى سريعًا ، وان يخف . فمتى تطلع أيها الصباح ؟

سُهَيْل أدريس - رَحْمَاكِ يَا رَمَشَق

(بروت : ١٩٦٥) ص ١٠٧ - ١١٦

تمرين ١ : اسئلة للفهم والمحادثة والانشاء

بعد قراءة النص اجب على الاسئلة التالية بجملة مفيدة مترابطة شفها
ثم اكتب الاجوبة مستعينا بالعبارات التي تلي كل سؤال .

١ - تكلم عن بطل القصة من ناحية

أ - عمله

ب - دخله

ج - شعوره بالخجل نحو ابنه .

٢ - كيف كان الأب يتخيل ما يشعر به ابنه ؟

- أ - لمس العصفور
ب - وقوفه أمام واجهة دكان اللعب
ج - انتظاره لأبيه كل يوم
٣ - لماذا كان البطل يخاف على مستقبله ؟
أ - بخل الناس
ب - سيارات الأجرة
ج - مجالات العمل أمامه .
٤ - تحدث عن أمل الأب نحو مستقبل ابنه زياد
أ - المهنة
ب - الدراسة
ج - وضع الأب المالي
٥ - صف الأحوال العائلية لبطل القصة
أ - الأكل والطعام
ب - زوجته " سليمة "
ج - حالة البيت
٦ - تحدث عن الصبي بائع العلكة
أ - سيب يكائه
ب - موقف أخيه منه
ج - موقف والده منه
٧ - اعط ملخصا لما قام به البطل تجاه الصبي
أ - شعوره نحو الصبي
ب - حبات العلكة الباقية معه
ج - حديثه مع الصبي وأخيه قبل تركهما
٨ - كيف تعلق شعور البطل بالتعب
أ - ثقل السل
ب - البؤس والظلم
ج - أسباب أخرى

٩ - صف حالة البطل بعد وصوله الى بيته

أ - مقابلته لزوجته

ب - نوم زياد

ج - نظافة البيت

١٠ - تكلم باختصار عن حلم البطل

أ - رؤيته لزياد في الحلم

ب - محاولته النوم

ج - انتظاره لطلوع الصباح

ب - كاتب أمريكي

مقدمة :

أشتهر الكاتب المصري عباس محمود العقاد (١٨٨٩ - ١٩٦٤) كقائد أدبي واجتماعي ومؤرخ وشاعر . فقد نشر كثيرا من الكتب التي تتناول اعلام التاريخ الاسلامي والمقالات الأدبية والاجتماعية والسياسية . ويزيد عدد مؤلفاته عن ١٠٠ كتاب . والقطعة التالية تمثل مختارات من مقالة له عن الكاتب الأمريكي المشهور " سنكلر لويس "

النص

death notice بالأمس قرأت في الصحف نعي كاتب أمريكي مشهور ، رواياته من أصلح الروايات لاتخاذ الأمثلة على اختلاف المنهج في المدرسة الواحدة وهو سنكلر لويس Sinclair: Lewis أشهر القاصين الأمريكيين في الربع الثاني من القرن العشرين ، وأول من نال جائزة نوبل في الادب من كتاب بلاده .

مدرسة هذا الكاتب هي مدرسة النقد الاجتماعي ، أو ربما كان الأصلح

أن تسمى مدرسة الهجاء الاجتماعي social satire كما يسميها النقاد المحدثون ، وهى مدرسة تشيع في الولايات المتحدة لأن مادتها فيها غزيرة ، ان هى تقوم على كشف مواضع النفاق في المجتمع .

took ويبدو لنا أن سنكلر لويس قد اِسْتَمَدَّ منهجه هذا من الصحافة والصور المتحركة في وقت واحد ، فقد عمل فى كتابة الأخبار الصحفية قبل أن يتفرغ للتأليف ، وقد اتفق ظهور قصصه الأولى في الوقت الذي راج فيه عرض الروايات على اللوحة البيضاء (السينما) فتعلم من الصحافة سرعة تمثيل الحوادث على النحو الذي يجتذب اليه الْثَفَاتُ القارئ في غير تعمق أو انتظار ، وتعلم من الصور المتحركة أن يهتم بالظواهر والحركات التي تقبل التمثيل بالاشارة ولا تحتاج الى شرح ما وراءها من الأسرار

reservations
flattery
let
weak spots
خاصة أخرى من خواص هذا الكاتب فى مدرسة النقد الاجتماعي أنه يصف المجتمع الأمريكى بلا تَحَفُّظٍ ولا مُجَامَلَةٍ ولكنه لا يستخدم وصفه لنشر دعوة أو خدمة مذهب ولا يتجه للقارئ الى اتجاه خاص لابرار ناحية دون ناحية من نواحي الحياة الاجتماعية ، بل يصور ما يراه وَيَدْعُ للقارئ أن يحكم فيه حكمه ويقدر فيه تقديره ، وليس يعنيه الناس لأنهم يمثلون هذا النظام الاجتماعي أو لأنه يريد منهم أن يمثلوا نظاما اجتماعيا غيره ، ولكنه يعني بالناس لأنهم ناس أو لأنهم أحياء يشعر بهم شعور الكائن الحى بما حوله ممن الكائنات الحية ، ويلمس فيهم مُوَاطِنَ الضَّعْفِ الانساني الذي يلزم الناس حيث كانوا مع اختلاف الأنظمة والبيئات .

is considered
ivory tower;
elegance
ويشبه سنكلر في هذه الخاصة كثيرون ، فليس هو وحده الذي يصف المجتمع ولا يستخدم وصفه لنشر دعوة أو خدمة مذهب ، فقد اشتهر كثير من الروائيين بالوصف لمجرد الوصف والتصوير الا أن سنكلر لويس يخالف هذا الفريق كما يخالف فريق الدعاة والمبشرين بالمذاهب الاجتماعية لانه لا يُحَسِّبُ من هؤلاء ولا من كتاب الْمَرْجِ العاجي الذين تعنيهم أَنَاقَةُ الفن قبل مشكلات الحياة ، وانما هو " كاتب أخبار " تهمة المشكلات

التي تشير النفس وتستحث النفس ، فهو روائي غير فنان artist وغير
مصلح reformer أو هو صحفي في نطاق واسع تطل عليه مشغولا بما
فيه ، وان لم يكن من اللازم أن تشغل به كما يشغل الفنان
المتأنق أو كما يشغل الداعية المتعصب لدعوة من دعوات الإصلاح .
عباس محود العقاد "بين الكتب والناس"
(بيروت- ١٩٦٦) ص ٣٣٥ - ٣٣٨

تمرين ٢ : في كتاب التمارين

القسم الثاني : الاصغاء والفهم

ادرس الكلمة التالية واستمع الي القطعتين المسجلتين على
الشريط ثم اعمل بما جاء في التمرين الخاص بكل منهما
(تمرين ٣ و ٤) في كتاب التمارين .

الكلمات :

معركة campaign

القسم الثالث : المراجعة

للقراءة والترجمة

خطب شخص ما ابنة أحد الوزراء ليحقق بزواجه مكافأة
اجتماعية عالية ، وأرسل له خطابا عن طريق مكتبه بالوزارة يحدد
فيه موعد الزواج من ابنته . وبين يوم وليلة تغير الحال ،
اذ أستقالت وزاره فأسرع خطيب ابنة الوزير السابق الى مدير
مكتبه يطلب فيه ان يعطيه الخطاب قبل ان يستلمه الوزير .
وأعطاه مدير المكتب الخطاب ففتح الظرف واخرج رسالته منه
وكتب رسالة أخرى يعتذر فيها للوزير عن عدم استطاعته
الزواج من ابنته في الوقت الحالي لظروف عاجليه . وأمر
مدير المكتب أحد السعاة ان يأخذ الخطاب الى منزل الوزير
وبعد لحظة دق جرس التليفون وتحدث مسؤول من رئاسة
مجلس الوزراء مع مدير مكتب الوزير وأخبره أن الوزراء الجدد

قد أعلنت أسماؤهم وأن وزيرهم السابق أعيد تعيينه وزيرا
في الوزارة الجديدة ، وفي نفس المنصب • وهنا يسرع الخطيب
ومدير المكتب الى منزل الوزير للتهنئة بالمنصب الجديد •
ويمكن الخطيب بمساعدة مدير المكتب ان يحصل على خطابه •
والمسرحية تصور التغيير في موقف الناس نحو رجال الحكم
واستعداد الحكام لقبول النفاق الخلقي •

تمرين ٥ - ٨ في كتاب التمارين

الدرس الثانى والعشرون

القسم الأول : القراءة

أ - رَدَّ قَلْبِي

مقدمة

يوسف السباعي ، من ضباط الجيش المصرى السابقين ، وقد ذاع اسمه officer; army, armed forces
فى المعالم العرسى بفضل أعماله القصصية الكثيرة التى تتناول موضوعات الحب ، والعلاقات الزوجية والفروق الاجتماعية . ونجد فى النص التالى نقدا لحدى رواياته : " رَدَّ قَلْبِي " ، بقلم ناقد مصرى معروف

النص

كتب يوسف السباعي قصته " رَدَّ قَلْبِي " موجها أكبر اهتمامه الى تسجيل الأحداث الخطيرة التى حدثت فى تاريخنا المعاصر ، واثقا أنه - بصفته العسكرية - أقدر الكتاب على تسجيلها بحكم خدمته فى الجيش واحساسه بالمشاعر التى أدت الى حدوث هذه الأحداث التى غمرت وجه التاريخ فى مصر ، كما يقول فى المقدمة .

وقد اختار لبطلتها واحدا من أبناء الشعب الكارحين هو " علي " laborer, proletarian; gardener; prince
ابن " الرئيس عبد الواحد " الجنائني عند " السرنس انماعيل " وجعل
الحب بين ابن الجنائني وبنت البرنس .

أنه ابن الجنائني حقا ، ولكن لماذا هو أقل شأنا ؟ انه لا يسلم

بذلك ، وليست بنت الأمير صعبة المزال فى خياله .. أنه يحلم فى

يقظته بأشياء كثيرة منها أن يختطف الأميرة من وراء الأسوار على ظهر جوار wakefulness
kidnap; horse
انه لا يدرى كيف يكون ذلك ، ولكنه يحلم ويأمل .. ويستمد الأمل draw, drive

من رسائلها اليه ، ومن المقابلات العادية أولا والمختلصة بعد ذلك secret

وعندما يقعه صديقه بأن هذا الحب شائك ولا غاية له يقول انه يحب thorny
لأنه يحب ..

وتدور عَجَلَةً الزمن ، وقد دخل علي مدرسة الحربية وتخرج فيها ضابطا بالجيش ، ويشترك في الثورة ، ويكون من نصيبه مصادرة أملاك الأمير اسماعيل ، فيذهب الى القصر وهو يحس احساس الفارس الذي سينقذ حبيته من وراء الأسوار ، وتنشب معركة بالسدس بينه وبين أخيها، حين رأى هذا أخته تصحب عليا الى عربته ، ويقتل الأخ ، ويصاب على وحبيته ، وينقلان الى المستشفى، ثم نراهما وقد شغيا من جراحهما .. نراهما في قبرة ..

well-coor-
dinated

وينمو الصراع الطبقي ، ثم الصراع السياسى ، مع صراع الحب، فى جسم واحد ، هو القصة كلها ، جسم جميل متناسق يفيض حيوية ونشاطا .

humiliation

فالتريس عبدالواحد ، هو وولده علي وحسن ، يكافحون ليتعلم الولدان ويأخذوا اعتبارهما فى المجتمع على نحو ما يحلم به الوالد الذى يشعر بالمدلة ويريق ماء وجهه فى سبيل تعليم ولديه ، وتلاقي الأسرة فى ذلك عناء كبيرا يصل بها الى الغاية ، ولكن الغاية لاتنتهى.. فما يكاد الرحل يقف على حقيقة شعور ابنه نحو ابنة الأمير حتى يسارع - وقد رأى ولده ضابطا عظيم الشأن - الى الأمير ليخطب ابنته لابنه ! فيتهم بالجنون .

suppressed

وتتكون فى نفس علي ، من صور الكفاح الطبقي المتلاحقة فى حياته، والتي هى فى حياة الشعب كله ، تتكون فى نفسه من ذلك ثورة مكبوتة، هى نفس ثورة الشعب المكبوتة أيضا ..

introverted

وعلى شاب انطوائى ، يطوى شورته فى نفسه ، ولا يحب أن يتجاوز حدود واجبه ، ويفضل أن يعالج مشاكله فى محيطه الخاص ، وهو لهذا

disap -
prove;
like;

يستنكر من صديقه سليمان ، الذى زامله فى المدرسة الحربية وفى سلاح الفرسان أن يفكر فى السياسة وفى الشؤون العامة ، ثم يأنس بمرور الزمن

corruption

الى أحاديثه عن الاستعمار وعن الفساد الداخلى الذى يتزايد من يوم

peak, top

الى يوم ، وعندما يبلغ الفساد قمة يكون على قد تشبع الى درجة تخرجه عن انطوائه وتقعمه بأن الواجب هو الانفجار . فينضم الى الشوار

burst

وبذلك نرى الإيجابية في القصة تتمثل في جوها العام أكثر مما تتمثل في البطل ، فهو أحيانا ينطوى على آلامه ، وأحيانا يفرق في اللذة بعلاقته مع راقصة ، ثم ينتزعه الجو الكفاحي العام من ذاتيته إلى كفاح الجماعة ، وقد استخدم المؤلف في ذلك سليمان صديق علي وزميله استخداما يجمع بين الواقعية من حيث عدم الافتعال وبين الاستهداف من حيث التهيئة للشورة .

وبذلك أيضا نرى أنه لا يلزم أن يكون البطل ذاته مثالا للكفاح الإيجابي بل أن تصوير البطل كما هو ، أو كما يكون مثله في واقع الحياة ، مع الاعتماد في الوصول إلى الهدف على التصوير العام ، أوفق للطبيعة وأبعد عن الافتعال والخطابية ، وهو إلى ذلك يجعل القارئ يحس rhetorical; oratorical بأن التجربة تجربته لاشتبهي خارجي يراد اقتاعه به .

وهنا نتبين شيئا هاما عند يوسف السباعي ، وهو ما يسمى " مَوْهَبَةً gift القصص " التي تتفاوت مقاديرها عند القاصين ، والتي تلاحظها في differ, be dissimilar أحاديث المجالس إذ نرى شخصا يجيد تصوير حادثة أو لقاء النكتة بطريقة تجعلها طريفة ، ولو كانت عادية أو قديمة ، لأنه يتمتع بتلك الموهبة وهذا الذي ذكرته ، مثل بسيط يوضح لنا المقصود من عبارة " موهبة القصص " .

وقد استعان المؤلف بتلك الموهبة على إدماج السرد التاريخي لما كان blend; narration; sequence قبيل الشورة ، في السياق الفني لحوادث القصة ، ففي أواخر الرواية يحكي لنا المؤلف تلك الأحداث التي نعرفها فلا نشعر بمطل الحديث المعاد boredom والواقع أن موهبة القصص هنا إنما خفت عينا في القصة ، ولم تنل تمامها ، ذلك هو السرد التاريخي لتلك الأحداث الذي أتمم " معدة " القصة وزاحم تصويرها الفني بمنكبيه العريضتين ..

وقد ظل المؤلف سيطرا في هدوء على حوادث القصة ، يسرّها في مجراها الطبيعي حتى اقترب من النهاية ، وهنا جمّح به الخيال فأشبه be whimsical المعركة بين علي والأمير الصغير ليختطف الأميرة .. ولم يكن هناك

اضطرار لهذه المعركة ، ان كان يمكن لعلي أن يتفق مع حبيته على اللقاء والهرب من أخيها دون حاجة الى تلك المعركة الدموية .

ومن العمل الفني البارع فى قصة " رُبَّ قَلْبَى " دقة تصوير الأشخاص والأجواء التى عاشوا فيها ، وأعتقد أن المؤلف عبّر عن كثير من تجاربه وماضيه وتجارب وماضى زملائه فى الحياة العسكرية ولا يخفى أن هذه الفرص مُواتِيَّةٌ للأجادة . ونستطيع أن نلمح كثيرا من ملامح المؤلف فى شخصية favorable, propitious " علي " .

وفى القصة نظرات ناقدة لكثير من الأوضاع العسكرية الماضية ، ولكن كثير مما جرى فى المجتمع ، ممزوجة بالفكاهة والسخرية أحيانا .. joking, jesting

وفىها لَمَسَاتٌ إنسانية نابضة ، وخاصة فى الحديث عن علاقة علي بالراقصة touches فقد صورها إنسانة غير التى تبدو للناس فى تبدلها ، يفيض قلبها بالوفاء والنبيل والاخلاص ، وصوّره إنسانا يدفعه قلبه الكبير الى معاملتها معاملة المُحِبِّ الصادق الى حد عزمه على الزواج منها برغم اعتبارات المجتمع ، وسرغم أن رغبته فيها كانت للمتعة والتسلية والتسرية عن حبه الموءود .

والقصة تجمع بين التصوير الواقعى والخيال الشعرى الرومانتيكى الممتع ، وفى خلال هذا الخيال وصف دقيق للزهور ، وأنواعها وجمالها ، ومن روائع التصوير الواقعى فيها وصف حياة الطلبة فى الكلية الحربية وصفًا لا يقدر عليه الا أديب من خريجيها (ذو قلم كقلم يوسف السباعى) مارس الكتابة ممارسة طويلة .

كُتِبَ فى المِيزان
عَبَّاسُ خُضِر ، (القاهرة : ١٩٦٤)

تمرين ١ : اسئلة واجوبة للفهم والحادثة والانشاء :

١ - تكلم عن البطل من حيث :

أ - بيئته فى طفولته

ب - دراسته

ج - حبه

٢ - تحدث عن انتصار الحب فى آخر القصة

أ - مصادرة أملاك الأمير إسماعيل

ب - المعركة بين البطل وابن الأمير

ج - زواج علي من الأميرة الصغيرة

٣ - تكلم عن انضمام البطل الى الشوار مستعرضا

أ - انطوائيته أول الأمر

ب - احاديث صديقه سليمان

ج - شعوره بانتشار الفساد الداخلي

٤ - اشرح ما المقصود بـ " موهبة القص " متناولا

أ - طريقة تصوير الحوادث

ب - سرد الأحداث المعروفة

ج - دقة تصوير الأشخاص والاجواء

٥ - قصة رد قلبي تجمع بين الواقع والخيال ، اعط مشلا عن

أ - الاحداث الواقعية فى القصة

ب - حادثة خيالية

ب - لقاء مع الاستاذ جعفر الخليلي

مقدمة

جعفر الخليلي من رواد القصة العراقية ، وقد أسهم في تطويرها
لاعن طريق ما نشره من القصص الكثيرة فحسب ، بل بفضل دوره الصحفي
في تشجيع نشر القصة أيضا ، ان كان يصدر لمدة طويلة مجلة
أدبية أسبوعية مهمة " الهاتف " ويفتح صفحاتها لكتاب القصة .
والنص التالي يشير الى بعض تجاربه الأولى في كتابة القصة .

النص

يُرجع تاريخ ميلادي الأولى الى القصة وشغفي بقراءتها الى أيام
الطفولة يوم كنت طالبا وعمرى دون العشرة أو لعل أول كتاب حبّبت الي القصة
كان السلسلة المسماة - بمدارج القراءة - وهي سلسلة كتب كان فيها
شيء من الشعر ، و شيء من القصص . وقبل ذلك كنت أحب الاستماع الى
القصص التي كان يقصها علي أبي أحيانا والى ما كانت تقصه علي أختي
ككافأة لى حين كنت أقوم ببعض ما تطلبه منى من أعمال . ولعل مثل
هذا لم يكن الا مقدمة أو شبه مقدمة لتوجيهى الى القصة . ثم تقدمت
فى صفوف المدرسة وبلغت الصف الذى تقرر فيه كتاب - كليلة ودمنكه -
الذى كان يقوم بشرحه لنا استاذ فاضل كان ينبهنا الى ما فيه من
معان على قدر ما تستوعب اذهاننا - وكانت الطبعة التى بدأنا
بها القراءة طبعة مصوره يعود اليها الفضل فى ترسيخ القصة فى الذهن ،
ولشدة حثي لهذا الكتاب رحت أسبق قراءة أبواب الكتاب دون انتظار
متي لموعده قراءته فى الصف . وكنت أستعين بأبي فأستفيد منه
أكثر مما أستفيد من المعلم على الرغم مما أشتهر به معلمنا من فضل
ومقدرة وذلك لان شُروح أبي كانت أوسع من شروح المعلم وأكثر لفتا لنظري
الى ما تنطوي عليه هذه القصص، ولعل ابن المقفع كان من أوائل الأسماء

التاريخية التي احتفظت بها ذاكرتى ان لم يكن أول الاسماء ، ولقد علمت من أبي أن ابن المقفع ربما هو الذى كتب قسما من كتاب " أَلْفَ لَيْلَةٍ وَلَيْلَةٍ " . ولكن أبي لم يشجعنى على قراءة " أَلْفَ لَيْلَةٍ وَلَيْلَةٍ " ، والانسان حريص على ما منع ، فرحت ابحت عن " أَلْفَ لَيْلَةٍ وَلَيْلَةٍ " بمن كتب أبي فى أثناء غيابه عن البيت فلم أجده ، وهذا ما شدد حرصى فى الحصول عليه حتى قال لى أحد زملائى فى المدرسة أن عند أبيه نسخة من " أَلْفَ لَيْلَةٍ وَلَيْلَةٍ " ولكن أباه لم يسمح له بقراءتها ولا بد أنه لن يسمح له بأخذها وعارَتها ؛ وكان الشائع ان قراءة " أَلْفَ لَيْلَةٍ وَلَيْلَةٍ " تبعث الشؤم ، وأنه ليس هنالك من يتم قراءتها الا وتحل الفرقة بينه وبين أهله بيتيه ، والأصوب ان أبي لم يمانع فى قرائتى لها الا لأنها كانت تتناول بعض المحظور اخلاقيا فى بعض قصصها كما أتضح لى فيما بعد . وظللت أبذل مجهودى مع هذا الطالب حتى أستطعت أن أحصل منه على هذا الكتاب فى غفلة من أبيه . وأعجبت بهذا الكتاب اعجابا شديدا ، وصدقت كل ما قرأته فيه ، وكنت اظن ان جميع ما جاء فيه حقائق لا شك فيها ولم تنزل هذه العقيدة منى الا بعد عدة سنين .

lending

separation

prohibited

بعد ذلك امتلأت أسواق بغداد بالكتب الجديدة وأخذ شغفى بقراءة القصص يزداد حتى لقد كنت أنهى مطالعة كتاب بأكمله فى ليلة واحدة أو ليلتين .

ولكن شغفى بالقصة رحى أول قصة وأنا لم أزل صغيرا . فصدرت قصة " التَّعَسَاءُ " التى أحب اليوم أن اتناساها واستبعدها من ذهني . على أى حال ، القصة كانت باكورة محاولتى القصصيه ، وأنا أخجل منها اليوم .

the first

والحق أنه لم يكن طريقى الى القصة قد انحصر بكليلة ودمنة وألف ليلة وليلة وانما كان للقصص التى تحويها الكتب التاريخية والأدبية وعلى الأخص كتاب الأغاني تأثير كبير فى نفسى ، وأنا مدين لحد كبير من هذه الناحية الى أبى ومكتبته ، ومكتبة أخى الأكبر

مجلة " الكتاب " هـ (حزيران ١٩٧١)
ص ٦٠ الى ص ٦٣

تمرين ٢ : في كتاب التمارين

ج - رسالة

مقدمة

يمثل الشاعر التونسي " أبو القاسم الشابي " (١٩٠٩ - ١٩٣٤)
روح الشعب المكافح من أجل الحياة الكريمة الحرة ، كما جاء في
نموذج من شعره الوطني في الدرس السابع عشر . وقد توفي في
أول شبابه نتيجة مرض أصيب به . وفي الرسالة الآتية إشارة الى مرضه

النص

تونس في محرم الحرام سنة ١٣٥١

حضرة الأخ الفاضل المحترم سيدي محمد الحليوي
تحية وسلاما ؛

وبعد فإني أكتب اليك الآن وأنا على فراش المرض بالمستشفى وتحت
مراقبة الأطباء وعلاجهم من نحو ستة أيام ، وقد كان دخولي الى
المستشفى فجائيا وغير متوقع أصلا لأنني قدمت الى الحاضرة يوم الثلاثاء
الماضي لقضاء بعض الحاجات وحالتي الصحية على غاية ما يرام . فما قضيت
يومين بالحاضرة حتى اشتد علي المرض فدخلت المستشفى مكرها ، وعلى كل
حال فإن حالتي الآن خسر من يوم الدخول وإنني أتوقع قرب خروجي
منه ان شاء الله .

وقد كان الدكتور " بروت " لما فحصني في الشتاء أمرني بعدم
قضاء الصيف " بتوزر " فقر قراري على قضائه " بنابل " بجوار
الصديق "محمد البشروش" . وأنفقنا على ذلك أو كدنا . ولكن ذلك
لا يتم الا بعد العطلة الصيفية . وحيث انني على وشك الخروج من
المستشفى - فيما أظن - فأنتنى لا أرغب فى قضاء هذه الأيام
العشرين بالحاضرة ولا " بتوزر " لان كليهما لا يلائمني مناخه الآن .

climate

وسؤدى لو أقضى تلك الأيام بجوارك - ولهذا فالمرغوب من
أخوتك ان تبذل جهدك فى أن تبحث لى هناك عن منزل استقرار فيه
هذه المدة القليلة ، وتعلمني بمقدار الأجرة . كما تبحث لى هل من
الممكن ان أجد عجوزاً يمكننى ان أعتد عليها فى غسل ثيابي وطبخ طعامي
الذى أعتقد أنه سيكون على غاية من البساطة والخفة والضبط . ولا
أحسب الطبيب يسمح لى الا فى أكل الخضر واللبن والفلال فحسب .

old woman

cereals

هذا ما أرجو منك أن تجيبني عنه بسرعة .

وفى انتظار الرد تقبل تحيات أخيك المخلص

أبي القاسم الشابي

تمرين ٣ : فى كتاب التمارين

القسم الثاني : الاصغاء والفهم

استمع الى القطعة المسجلة على الشريط وأعمل بما جاء
في تمرين ٤ من كتاب التمارين .

عدل ، عدالة justice

القسم الثالث : المراجعة

للقراءة والترجمة

أعطينا المقابلة التي جرت بين الدكتور طه حسين
والكاتب المصري فؤاد دواره فكرة عامة عن حياة طه
حسين وثقافته ونظراته الي الأدب والادباء . ذكر لنا طه
حسين أسماء بعض أساتذته الذين كان لهم فضل كبير في
تشقيفه وتوجيهه ، ومن بينهم أسماء بعض المستشرقين الذين
كان لهم أثر كبير في حياته الادبية . وقد أشار طه
حسين أيضا الي أن كثيرا من طلابه أصبحوا أساتذة
يدرسون اللغة العربية وأدائها في الجامعات ، وتبين
لنا من الحديث أن طه حسين يعتز بدارسته الأدب العربي
القديم وأنه يتبع الاساليب الجديدة في البحث . وفيما
يختص بالادب القديم . نصح طه حسين بدراسة كتب الجاحظ
جميعها ، وكتاب " الكامل " وغيرها . وقد نشر لنا طه
حسين كيف حصل علي لقب عميد الأدب العربي بعد أبحاثه

عن الجامعة ، حيث كان يعمل عميدا لكلية الآداب . واخيرا
بين لنا ضرورة الجمع بين الثقافتين الغربية والشرقية اذا
أردنا أن يبقى أدبنا حيا يأخذ ويعطي كبقية الاداب العالمية

تمرين ٥ : تحويل

اعط الجمع

١ - مستوى	٦ - ناقد	١١ - مصلحة	١٦ - غرفة	٢١ - جديد
٢ - مهنة	٧ - عقل	١٢ - راتب	١٧ - لحظة	٢٢ - حق
٣ - طريقة	٨ - حقيقة	١٣ - خريج	١٨ - نافذة	٢٣ - نشيط
٤ - ميدان	٩ - طفل	١٤ - عامل	١٩ - فقير	٢٤ - صحراء
٥ - منصب	١٠ - أساليب	١٥ - برنامج	٢٠ - صديق	٢٥ - سوق

تمرين ٦ - ١٠ في كتاب التمارين

الدرس الثالث والعشرون

القسم الأول : القراءة

أ - جيلُ القَلَق

مقدمة

لقد أصبح القلق النفسى سائدا بين شباب العالم بعد الحرب العالمية الثانية ، مما جعل بعض الكتاب يقومون بمحاولة البحث فى أسبابه ونتائج وطرق علاجه ، وقد أسهم بعض النقاد العرب فى حركـة التحليل والنقد هذه . والقطعة التالية للكاتبة السورية سلمى الحفّار الكُزْبَرِيّ تمثل احدى وجهات النظر بهذا الخصوص .

النص

اتفق علماء الاجتماع والمربون فى عصرنا على تسمية الجيل الجديد الذى نشأ بعد الحرب العالمية الثانية : (جيل القلق .) وسمّاه بعضهم : (جيل العيب .) ووصفوه بالتحرر من القيم الاخلاقية المألوفة fooling around وبالإحلال انطلاقا من سلوكه الفردي والاجتماعي الغريب .

revile, abuse

سلوك عابث يَكْفُرُ بالتقاليد

لقد تجلّى هذا السلوك العابث فى بلاد الغرب التى قاست من أهوال الحرب الأخيرة حين ظهرت فى العواصم الكبيرة ، فى لندن وباريس ونيويورك وغيرها ، طبقة من الشباب الكافر بالتقاليد ، والمؤمن باليوم الحاضر والحرية الذاتية ايمانا قويا . وقد سمى بعض هؤلاء الشباب الى تحقيق الذات باسم الوجودية ، فانتحلوا اسمها ، وأهملوا معناها existentialism وهدفها وأباحوا المحرمات ، ولكنهم لم يستطيعوا فى نهاية الأمر فرض permitted سلوكهم الغريب على تلك المجتمعات لخروجهم عن القواعد العامة التى يعمل بها المجتمع .

طبقة أخرى من أبناء الجيل الجديدة

ثم ظهرت فى مدن الغرب الكبيرة ، وفى السنوات الأخيرة ، طبقة من أبناء الجيل الجديد وبناته عرفت باسم (الهيبى) Hippies فذاعت شهرتها واتسع انتشارها . وهى منظمة تدعو الى الحرية والمحبة وتفرض على أعضائها الاخلاص التام لمبادئ المبدأين . فالحرية فى يقينهم حق مكتسب منحتهم الطبيعة للانسان ونصت عليه الدساتير ، غير أنهم حريصون على التمتع بها حتى أقصى درجاتها مما جعلهم يلبسون الأزياء التى يبتكرونها ، ويرسلون شعورهم وذقونهم كما يريدون (طالما أنهم أحرار فى الظهور بين الناس بالمظهر الذى يختارونه ويرونه ملائما لعقليتهم وطراز معيشتهم) وقد تقبلهم المجتمع الغربى فى انكلترا وفرنسا والولايات المتحدة وغيرها ، ولم تهتم الحكومات بسلوكهم الى أن تجاوزوا حدود هذه الحرية فكان لابد لها أن تضع حدا لذلك . وأما المحبة فأنها فى عرف أفراد طبقة (الهيبى) مبدأ أساسى لابد من التقيد به فى حياتهم يتطلب النظر الى الحسنات والتفاضى عن العيوب دونما تفرقة بين غنى وفقير ، وجميل وقبيح ، ولهذا نرى أن فكرة المحبة لديهم تشمل فكرة العدالة الاجتماعية والاخوة الانسانية .

أثر التمرد الغربى فى مجتمعنا الشرقى

وقد كان لهذه الحركة آثارها الواضحة فى مختلف مجالات التعبير الفنى الحديث كالموسيقى والغناء والرسم والرقص وقد تجاوزت حدود العالم الغربى الى اقطار أخرى . ولابد لنا من الوقوف عند هذا الجانب الخطير من انتشار عدوى التمرد والقلق فى عالمنا لانه يسنا نحن العرب ويشكل مشكلة اجتماعية وقومية فى بلادنا لاسيما وأننا نعيش ظرفا يتطلب من الشباب والشيوخ وعياً صحيحاً ، وجهوداً جديدة منظمة للتغلب على أخطاره . فإن انتقال كل ما يظهر من حركات فى الغرب الى مجتمعنا بسرعة واستعداد بعض شباننا لاقتباسه ولتقليد مناهج فى السلوك لا تناسب أعرافنا ، مما يشغل أذهاننا حقاً ، ويدعو الى التفكير. وهنا يحق لنا أن نتساءل : هل يعمود تبأثر شباننا بحركات التمرد والقلق الى سطحية

تفكيره ؟ أو الى فراغه ؟ أو الى عصرنا ذاته ؟ فاذا حاولنا
الاجابة على هذه الاسئلة باخلاص نرى أن الذين يتهجون منهج الغربيين
فى هذا السبيل متأثرون بالمظاهر الجديدة ، ويقبلون على تقليدها
اعتقاداً منهم بأنها الدليل على الرقي والتقدم ، كما نجدهم بارعين فى
التقليد ، فرحين به ، وهذا دليل واضح على ضعف الشخصية وبالتالى
على سطحية التفكير . لقد أصبح باستطاعة أبناء جيلنا الجديد ونشأته أن
يتحرروا من القيود القديمة وأن يحرروا أنفسهم من الجهل والتخلف كما أصبح
things given باستطاعتهم أن يتطوروا ويتمتعوا بمُعْطَيَات العصر الحاضر والنهضة الفكرية
والعلمية والاجتماعية الحديثة فى بلادنا النامية ، أما أن يؤدى هذا
التحرر الى تجاوز القيم الاخلاقية ، وأن يسيروا فى طريق الانحلال النفسى
والتقليد الاعمى لكل ما يحدث فى الغرب فهذا مالا يقبله عرف منطقي
ولا مجتمع سليم ، وما لانريد له شبابنا الذين هم عماد الأمة وأمل مُستقبلها .
its future إنَّ لابد من مساعدة شبابنا على تقوية شخصيتهم لكى يتغلبوا على
سطحية التفكير .

ولكى تنمو شخصية الشباب لابد من ثلاثة أمور : الشعور بالمسؤولية ،
ambition والثقة بالنفس ، والطمح . غير أن الواقع يفرض علينا أن نعترف بأن
معظم شبابنا بعيدون عن ادراك المسؤولية ، وغير قادرين على تحملها
بسبب خطأ كبير فى أسلوب تربيتهم فى البيوت وفى المدارس ، أى فى
مجتمعنا كله ، ان أننا كثيراً ما ننشئهم على الإِتكاليَّة ونشجع فيهم الاعتماد
reliance on others على الغير منذ صغرهم ، وهذا ما يقودنا الى تعليل ضعف الثقة
بالنفس . وطبيعى ان الثقة بالنفس هى الاساس القوى فى تنمية الشخصية
وفى دفعها الى العمل الجدى والتفوق .

انصراف شبابنا عن العمل وتَعْجَلُهُ جَنَى الثمر
hurry, haste; reap, harvest

ولاشك فى أن أكثر المربين فى عالمنا قد لاحظوا ظَاهِرَةً تدعو الى
phenomenon القلق فى جيلنا الجديد وهى هروبه من العمل الجدى سواء فى مرحلة
الدراسة أو فى ميدان العمل على الرغم من توفر أسباب الراحة فى
حياتنا العصرية بالقياس الى سوء الحياة فى أيام ابائنا وأجدادنا ، ولاشك

والتسلية ؟ أننا نراهم كيف ينفرون من الاختلاء بأنفسهم أو الاخلاق الى الهدوء مع أعمال فكرية ويدوية (هوايات) تتطلب العناية والصبر كما نجدهم فى تدمير دائم من الحياة وكأنها خلو من كل جدير بالاهتمام ، ومن كل متع وسام وجميل ، وعندهم ان الحصول على الشهادة فريضة لا مفر من تأديتها لكسب القوت وحفظ الكرامة ، وغاية فى حد ذاتها ، وغالبا ما يجدونها مقيته لا وسيلة مرغوبا فيها تعينهم على صعود درجات سلم التفوق والمجد درجة أثر درجة . وهذا لعمري ما يحز فى نقوسنا ويدفعنا للبحث عن الداء أملا فى الاهتداء الى الدواء .

قلة قراء الكتب القيمة

ولهذا كله يعجب المفكر العربى أشد العجب حين يجد ظاهرة مذهشة وهى قلة عدد قراء الكتب القيمة فى السنوات الأخيرة فى حين أن عدد المتعلمين فى مختلف البلاد العربية أخذ بالازدياد تزايداً كبيراً ، ولهذا أيضاً أصبحنا نفتقر الى التفوق والنبوغ فى صفوف الشباب ونفتقر أكثر الى جهد الأفراد والهيئات القادرة على سد ثغرات فى عالمنا فى مختلف المجالات العلمية والثقافية والفنية لاننا نتطلع الى تقدم فى حياتنا يقودنا الى اثبات الوجود فى هذا العالم وفى هذا العصر النُورِيّ .

والسينما تنقل إلينا صورة من الحياة الغربية عابثة

ولكى نكون منصفين لابد لنا من الاعتراف بأن قسما من المسؤولية يقع على منجزات العصر الحديث نفسها كوفرة الاشرطة السينمائية التى تنقل إلينا تطورات المجتمع الغربى العابثة بالقيم ، وانتشار الكتب المُثَمَّرَة والمجلات المصورة المغربية والموسيقى الصاخبة والغناء التى يقبل عليها شبابنا لانها عامل هام من عوامل انجذابهم اليها وتأثرهم بها .

ليست المسؤولية كلها على الشباب وحده

وهنا يجدر بنا أن نتوقف قليلا للدفاع عن جيلنا الجديد ونلقى على أنفسنا بعض الاسئلة : كيف نلوم شبابنا على التغذية بما نقدمه له وهو شباب جائع لا يجد مائدته غير هذا القلق والاضطراب ، هل جيلنا الجديد مسؤول وحده عن بضاعة الفكر الحديث والفن الحديث في صورهما العابثة ، وعن حركات الانحلال التي اجتاحت العالم الغربي وامتدت الى مجتمعنا ؟ كيف نسمح لأنفسنا ان نطلب اليه العودة الى الصفاء الروحي والاتزان الذهني ، ونحن نقدم له الخبز الملوّث غذاء فكريا ، نحن مقصرون في حق هؤلاء الابناء ومشغولون عنهم وعن مشكلاتهم . قلما فكرنا بتوفير وسائل التثقيف والتشجيع والتسلية لهم . فآين النوادي الرياضية والثقافية والفنية في مختلف العواصم والمدن والقرى وآين المكتبات التي تساعد على شغل أوقات فراغهم ، وعلى اكتشاف المواهب ، وتدريبهم على العمل الجماعي المنظم الخلاق ؟ فالمسؤولية الأولى تقع ، نحن نعترف بتقصيرنا كأمة نامية ، آمالها أكبر من أعمالها ، على المربين في البيوت والمدارس ، أي على مجتمعنا ذاته وعلى الوزارات المختصة لاهمال مشكلات الشباب ، والتقصير في تفهمها والبحث عن أسبابها ونتائجها ، مع أنها في الواقع مشكلة الأمة كلها .

بقلم : سُلَمَى الحَفَّار الكزبري
 "مَجَلَّة العَرَبِي" عَدَد ٤٣
 (أكتوبر ، ١٩٧٠)

تمرين ١ : اسئلة وأجوبة للفهم والمحاضرة والانشاء

- ١ - لماذا يسمى جيل ما بعد الحرب العالمية الثانية بـ " جيل القلق "
- أو " جيل العبث " ؟
- أ - القيم الاخلاقية
- ب - التقاليد

- ٢ - تكلم عن المبدأين الأساسيين لحركة (الهبى) :
- أ - الحرية
- ب - المحبة
- ٣ - اين ظهر تأثير التمرد الغربى ؟
- أ - الأرب والفنون
- ب - المجتمعات الشرقية
- ٤ - تحدث عن حركات التمرد بالنسبة الى الشباب العربى من حيث :
- أ - الشخصية
- ب - التفكير
- ٥ - تكلم عن وسائل تنمية شخصية الشباب فى رأى الكاتبة :
- أ - الشعور بالمسؤولية
- ب - الثقة بالنفس
- ج - الطموح
- ٦ - تحدث عن قلة قراء الكتب القيمة :
- أ - الرغبة فى التسلية
- ب - قيمة الشهادة
- ٧ - كيف تنتقل تطورات المجتمع الغربى الى العالم العربى ؟
- أ - الأفلام
- ب - المطبوعات
- ٨ - تكلم عن المسؤولين عن سلوك الشباب فى نظر الكاتبة :
- أ - المعلمون والاباء
- ب - الوزارات المختصة
- ٩ - ماذا تقترح الكاتبة لمعالجة الوضع ؟
- أ - النوادى
- ب - المكتبات

ب - المكافأة

مقدمة

شُكْرِى مُحَمَّدٌ عِيَّاد (١٩٢١ -) مؤلف القصة التالية ، أستاذ فى جامعة القاهرة يدرس الأدب العربى ، وناقد مشهور فى مصر ، وكاتب قصصي له مكانته فى العالم العربى . نشرت له عدة قصص وترجم بعضها الى الانكليزية . ويشرف اليوم على تحرير احدى المجلات الثقافية المهمة فى مصر : مجلة " المَجَلَّة " . من أعماله القصصية " طريق الجامعة " (١٩٦١) و " ميلاد جديد " (١٩٥٧) .

النص

عندما التقى بصره وبصرى كنت شديد الجوع والتعب ولم اكد اقرأ النظرة التى فى عينيه حتى أدركت أنه مثلنى تماما . كان جائعا مَطْرُوداً dismiss, banish
chase away ;
pride وكان مع ذلك يتظاهر بالكبرياء . أنا لم أحاول قط أن أتظاهر بالكبرياء . ان كل ما اصابنى من المحن سببه انى لا أجيدُ التظاهر . كان جائعا ووحيداً ولكنه لم يرد أن يقول انه جائع ووحيد . تقدمت منه فى ببطء ومددت يدي امسح بها على رأسه ، واخذته بمن ذراعى ورحلت أمشط شعره فاحسست أصابعى الدفء وأحس قلبى الدفء أيضاً . warmth, heat وأحسست أنى سعيد . ولكن كان على ان أفكر فى واقعنا المؤلم . اننى لا أستطيع ان أغذيه ولا ان أدفئه . وعلى ان أبحث عن زَوْيَهِ feed, nourish;
relatives حتى أرده الى حياته السعيدة . وعرفت ماذا يجب أن افعل . كنت قريباً من احدى دور الصحف الكبرى فمضيت اليها ، ووقع نظرى على اعلان عن كَلْبٍ مَفْقُود فى الصحيفة المعروضة فى الواجهة الزجاجية جاء فيه : " كلب ... رَمَارِيَّ اللون ... من يجده يتصل بتليفون أُوْفِيلا

... بشارع ... وله مكافأة كبيرة .. " قلت لنفسي لقد حلت
مشكلتي ومشكلته ، ونظرت الى الكلب فاذا هو يحول عينيه عن الجريدة
وكأنه كان يقرأ معنى . وبدأ لي كأنه عرف مصيره . لم يكن بحاجة
الى ان يَتَلَقَّنِي بل كنت اقرأ في نظراته المتكررة أنه أَدَّى اليّ مَعْرُوفاً
... كان الطريق الى الفيلا ثلثي ساعة بالسير العادي ، وساعة
كاملة بالسير الجائع .. وقد سألت بَقَّالاً في الشارع الرئيسي فنصحتني
أن أعد شوارع ثلاثة على يدي اليمنى ثم أدخل في الشارع الرابع
وهو الشارع المطلوب .. فضيت نحوه ، وكان الكلب قد بدأ يَتَفَرَّزُ ..
فأدركت أنه يشم روائح المكان . وأخذت أحسب مقدار المكافأة وأَقْسَمْتُهَا
أقساماً لحاجاتي الضرورية . ثلاثون قرشاً لفدوة طيبة عند الْحَاتِي،
وسبعون قرشاً لِحِذَاءٍ جديد ولكن لن آخذ جنيهاً واحداً فـكـان
هذا الحى لا يسمون الجنيه مكافأة كبيرة .. فرفعت المكافأة الى جنيهاً
ثم أكثر حتى تعبت من رفع المكافأة .

ولم أكد أتجاوز الشارع الثاني حتى قفز الكلب من بين ذراعي
ورأيتنه يجرى كالمجنون في الاتجاه الذي وصفه البقال .. وحاولت أن
أدركه ولكن كيف ؟! ورأيتنه يدخل هديقة الفيلا ...

هل قلت لك أنني لم أكن متكرراً ! آه ، لم أكن اعنى هذا
الذى تفكر فيه الآن ! لم أكن اعنى أنني أستطيع أن أَشْحَذَ مثلاً ...
الا توافقني على أنني لو دخلت الفيلا الآن لأطلب مكافأتى لكنت أشبه
بشحاذ ؟

ثم ماذا ؟ لن يُنْصَلِحَ حالى . سأعود بعد يوم أو يومين الى
الجوع والحرمان .. وسيتمزق حذائي كما هو الآن .. سأظل شريراً شريداً .

شُكْرِي مُحَمَّد عِيَّاد

بتصرف عن "ميلاد جديد" - (القاهرة، بلا تاريخ) ص ٢٥ - ٣٠

تمرين ٢ : فى كتاب التمارين

القسم الثاني : الاصغاء والفهم

استمع الي القصيدتين المسجلتين علي الشريط ثم أعمل بماء جاء
في التمرين الخاص بكل منهما (تمرين ٣ و ٤) في كتاب
التمارين .

القسم الثالث : المراجعة

للقراءة والترجمة

لقد ازدادت هجرة العلماء ورجال الاختصاص الى الخارج
في المدة الاخيرة ، فأحدث ذلك مشكلة كبيرة كان لها نتائج
سيئة بالنسبة لهذه الدول . ومما يزيد المشكلة سوءا أن بعض
الدول الغربية كالولايات المتحدة تقوم بأستعمال أساليب الأغراء
لاستخدام الأطباء والمهندسين والخبراء الفنيين والباحثين
وغيرهم . ونتيجة لذلك تجمع في الولايات المتحدة عـدد
كبير من الادمغة المستوردة من كافة أنحاء العالم . ويعـد
الريح المادى من أهم الاسباب التي أدت الى هذه الهجرة
اذ ان راتب الموظف في الولايات المتحدة الامريكية أضغاف راتبه
في أى بلد أسيوى أو عربي وبإلاضافة الي ذلك ، فأن فرص
العمل للاختصاصين أحسن بكثير في أمريكا منها في آسيا والعالم
العربي . وهناك أسباب أخرى نذكر منها : عدم الأستقرار
السياسي والاقتصادي ، وعدم وجود تخطيط تريوى أو عدم تقديم
الاحترام الكافي للعلماء والمفكرين في كثير من الدول الاسيويه

والعربية • وبالرغم من أن بعض الدول النامية في الشرق
في السنوات الأخيرة ، بدأت تتخذ بعض الاجراءات الضرورية
للمحد من هجرة العلماء والمفكرين فاننا لا نزال نجد
نسبة كبيرة من الطلاب الشرقيين يتخرجون من الجامعات
الأمريكية ولا يعودون الى بلادهم •

تمرين ٥ - ٨ في كتاب التمارين

الدرس الرابع والعشرون
مختارات من " عَوْدَةُ الطَّائِرِ إِلَى الْبَحْرِ "

المقدمة :

لقد تركت مشكلة فلسطين اثرا كبيرا فى الفكر العربى المعاصر عامّة والأدب بصورة خاصة . فقد تناولها عدد كبير من الشعراء وكتاب المسرحية والقصة وغيرهم فى أعمالهم الأدبية . ومن أشهر كتّاب القصة الذين عالجوا هذه المشكلة : أسبابها ، ونتائجها وما يقترح لها من حلول هو الكاتب اللبناني حلم بركات فى روايته : " سِتْنَةُ أَيَّام " (١٩٦١) ، " عَوْدَةُ الطَّائِرِ إِلَى الْبَحْرِ " (١٩٦٩) . والنص التالى مأخوذ من رواية الأخيرة التى تصور بعض آثار حرب حزيران (يونيو) ١٩٦٧ .

*** **

النص

من مكان عال يطل رمزى صَفَدِي على نهر الأردن . نبضات قلبه تسرع أو تتباطأ . لا يدرى . لا يصدق أن الأرض وراء النهر أصبحت ممنوعة عليه . لا يمكنه أن يَعْبُرَ نهر الأردن . فى السابق لم يكن بإمكانه أن يزور حيفا وبيافا وكفا وصفد والناصرة والرَّمْلة واللّبد ، والآن لا يمكنه بالإضافة الى ذلك أن يزور القدس ورام الله وبيت لحم والخليل ونابلس وجنين وقلقيّة وطولكرم . لا يصدق . لا يصدق . ماذا يجرى لبلاده ؟ يحس أن بلاده طفل مَمَزَّق الوجه يكاد يغمض عينيه . ينظر الى نهر الأردن من فوق . يبدو له مثل ساقية من الدموع تجرى فى وجه الوادى . يَهْبُطُونَ . يقتربون rivulet; they descend; bridge; demolished flag من جِسْرِ الْحُسَيْن . جميعهم فى حالة صمت . الجسر مَهْدَم على نفسه يقتربون بخوف . عَلِمَ إِسْرَائِيلِيّ ضخم يرفرف على الجانب الآخر . يقتربون رمزى من الجسر المهدم . لا يمكنه أن يعبر الجسر كما كان يفعل الدموع تتصاعد الى عينيه . لا يريد أن يراه أحد .

plunge; ex-iled
acceptance
لا يمكنه أن يعبر الجسر الى القدس التي تَفَرَّقَ . انه مُنْفِيٌّ في العالم
بعض اصدقائه في الغرب ، وخصوصا أميركا ، يعجبون من أنه لا يقبل
أن يعترف بالأمر الواقع . أن يعترف بالأمر الواقع يعني له القبُولُ
بأن يظل منفيا .. لا يمكنه أن يظل منفيا حتى ولو أراد ذلك . إنَّ
صديقه " بامبلا " تفهم ذلك . لاتقول شيئا . يحس أن دموعا تتكون في
عينها . ويهبطان . يتبعان باسم وغيث وناهدة ونهى ولطيف ومي ونسب
وسهام نحو الجسر .

the West Bank
لا أحد يعبر الجسر الى الضفة الغربية غير وفود أجنبية رسمية . تتسأل
سهام كيف يسمح للأجانب أن يعبروا وهي الفلسطينية التي ربيت كل حياتها
في القدس ، وأهلها الآن في القدس ، لا يسمح لها أن تدخل . وتشعر
أنها تود أن تعبر الجسر . غير أنها تظل في مكانها . تبكي بصمت .
ويقترّب منها صحفيّ عربي . يسألها : هل يمكن أن تخبرني الآنسة ماذا
تشعر الآن ؟

– أشعر أن الموت أفضل من الحياة .
– طبعاً الموت في سبيل الوطن .
لا تجيبه ، ويكتب " انها تشعر بأن الموت في سبيل الوطن أفضل من
الحياة " . يعود يسألها : هل يمكن أن أعرف اسم الآنسة ؟
– لا يهم . ربما تفضل أن تعطيني اسماً من عندك . شهيدة العروبة مثلاً .
martyr
ويمضي الصحفي . عدد من العائلات العربية تعبر الجسر الى الضفة
الشرقية . يحملون فرشهم على رؤوسهم ويتسكون بأيدي أطفالهم . غيـث
mattresses
واسم وسلمى يترامسون نحوهم ويسألونهم من أين جاءوا ولماذا وكيف
الأحوال في الضفة الغربية . النازحون الجدد لا يجيبون الا باختصار ، ربما
those leav-
ing
لأنهم متعبون . وربما بسبب الحزن أو الشعور بالذنب لأنهم تركوا . لا يلتفتون
الى الورا .

يسأل ضابط أردني أحد النازحين : لماذا تركت ؟
النازح لا يجيب . يبدو عليه كأنه يريد أن يقول له وللطلاب حوله :
ماذا تعرفون عن أن يعيش الإنسان أسيراً في بلاده ؟
captive
ويقول الضابط بغضب : انكم تنفذون مخططات العدو بنزوحكم . كذلك

لا يجيب .

embrace

ويتأمل رمزي نهر الأردن . يزداد البكاء فجأة ، يلتفت فإذا بسيدة تغمّر فتاة شابة وتصرخ " يامّايا ... يامّا . يامّا . يامّا . " الأب يعانق ابنه الشاب بصمت . ثم تندفع الأم الى الأبن والأب الى ابنته . مصور سينمائي انكليزي يسرع . يلتقط الصور . نسيب يلتقط كذلك بعض الصور ويسأل الصحفي الأب : هل تخبرني شيئا عن هذا اللقاء ؟

permission

وجيب الأب : أنا وزوجتي نعيش في القدس وابني وننتي كنا في عمان وقت الحرب ، ولما لم يسمح لهما بالعودة ، طلبنا إذننا للاجتماع بهما لخمس دقائق على الجسر ، فسمح لنا . العناق يستمر . الأم لم تتمكن من السيطرة على نفسها . ظلت تبكي وتصرخ " يامّا " . سهام تبكي . كذلك ناهدة وسلمى . دموع تقبل الى عيني رمزي . وتنتهي الدقائق الخمس بسرعة . الأب والأم يتجهان نحو القدس . الأبن والأبنة يتجهان نحو عمّان . لا أحد يلتفت الى السوراء محيطات تفصل بين المدينتين . القدس أبعد مدن العالم عن عمان .

the Jordan Valley;
camps

يمشرون الأغوار تحت أثقال الهواء وحر الشمس . كل شيء يتحرك ببطء . كل شيء يموت ببطء . يمرون بمخيمات الشؤنة . الناس يتدافعون حول

truck;quench
their thirst;
salt;clouds;
dust
corpes

شاحنة تحمل لهم الماء من العالم الآخر ، يشربون . لا يرتوون . الماء يتحول الى طحّ والغيوم الى غبار . قنابل النابالم لا تضرهم . يتطلعون الى آثارها في الحقول . الأشجار اليابسة لا تزال هناك . جثث

springs

الأطفال لم تعد هناك . يصلون الجبال الشرقية . يشربون من ينابيع السلط . يرتمون في النهر . الماء . الماء . الغبار يمضي . الحر يمضي . يقول رمزي لباميلا : الله مصنوع من الماء .

— لذلك كان القدماء يعبدون الماء .

— عبدوا الأنهر والمطر .

be baptized

— المسيحي لا يصبح مسيحيا قبل أن يتعمّد بالماء .

— المسلم لا تقبل صلاته قبل أن يغتسل بالماء .

— غير أن الماء في المسيحية والاسلام واسطة .

— الماء بالنسبة اليّ غاية .

- dried ويصلون الى مخيم زيزياء . جَفَّتْ المياه عن وجوههم وأشوابهم . ويقبل
المساء . الحر يمضي . الفبار يمضي . كل شيء يهدأ . أصوات أطفال
clear المخيم تموت . السماء صَافِيَةٌ مثل العيون المؤمنة . سأل رمزي بامبلا :
هل تشاهدین عيوننا مؤمنة صافية كالسما ؟
- ابدا . العيون التي أراها مثل أنهر تنحدر بسرعة بمن الصخور .
– ما أجمل سماء الصحراء .
– جميلة حتى أنني لا أحب أن أتحدث عنها . أريد أن أنأملها .
- stretch out يصمت . يلتفت . غيث وسلمى وناهدة واسم يَتَمَدَّدُونَ على مقاعد
صغيرة أمام خيامهم . وتقول بامبلا : آسفة . لم أقصد أن أسكتك . أريد
أن أسمع صوتك . لننحدث عن شيء آخر غير السماء .
- created هل يمكن ان يقال إِنَّ الْأَرْضَ خَلَقَتْ السماء ؟
– السماء ظِلُّ الأرض .
– السماء بالون أزرق يحيط بطلين أرض .
– أحب صوتك يا رمزي .
– صوتي ؟ لماذا تحبصن صوتي ؟
– ليس المهم لماذا . أحب أولا ، أحب . هذا هو السؤال .
أكره التَّحْلِيلَ ،
- analysis ويسمع (رمزي) غيث يتحدث مع الطلاب والطالبات عن حوار جرى بينه
وبين نازح . يقول إِنَّ النَّازِحَ سَأَلَهُ : كيف يتحمل الله الظلم في العالم ؟
– العالم دائما مملوء بالظلم . السَّمَكَةُ الكبيرة تأكل السمكة الصغيرة . لازم
a fish تصير يا عم سمكة كبيرة .
- ordain – اذا قَدَّرَ الله وصرت سمكة كبيرة يستحيل أكل سمكة صغيرة . يمكن أكل
سمكة كبيرة .
– السمكة الكبيرة تخافها .
– لو مت من الجوع ما ممكن أكل سمكة صغيرة .
– سنأكل بكل تأكيد .
– ما ممكن نحن نعرف كيف تشعر السمكة الصغيرة .
– صح . ولكن لما تصير سمكة كبيرة تنسى .
– ما ممكن .

- اليهود كانوا سمكة صغيرة ، وتحولوا الى شبة سمكة كبيرة . نسوا كل شيء .

gluttony

- والله أكلونا بشراهة وبلا رحمة ...

blankets

البرد قارس جدا . يدخل رمزي الى خيمته . يتمدد على المقعد .
يتجمع حول نفسه تحت خمس بطانيات لايزال يحس كأنه يسكن منزلا
ثلجيا في بلاد الأسكيمو . قدماء تتحولان الى قطعتين من جليد .
لايقدر أن ينام . يفكر في ماهر وعزمي عبدا القادر وطه كعنان .
يتخيل صورة عربة تجرها الكلاب فوق صحاري الثلوج في القطب الشمالي .
الكلاب تجر العربة حيث تشاء أقدامها وأنوفها . يسرع قليلا . تمر
فوقه العربة فيستيقظ .

wake up

his left

refugee

يصفي . يسمع حديثا . ناهدة وسلمى ومي يتحدثن في الخيمة الى
يساره . غيث واسم ونسيب يتحدثون في الخيمة الى يمينه . مي تصرخ
الى أمها في بمرور : يا ماما .. ياما .. ماء بنتك صارت لاجئة .
يصرخ غيث داعيا البنات الى النوم عندهم في الخيمة . يضحكن .
تصرخ مي : تعالوا أنتم .

disappear

negroes

whips

ضحكات الشبان ترتفع . تتلاشى . بكاء أطفال يأتي من المخيم . يتذكر
رمزي أن عائلات عدة لا تملك أكثر من بطانية واحدة . وهو يملك خمسة
ولا يمكنه أن ينام من شدة البرد . لا يتصور كيف يتحملون . طفل يصرخ بألم ،
وبلا انقطاع . البكاء يخرج من القلب . ويختلط بسمع صراخ الأطفال
في مخيم زيزيا بأصوات أطفال الزنوج في إفريقيا الجنوبية ورويسيا .
صراخ العبيد تحت سياطر الفرعون يمتزج بصراخ مخيف يأتي اليه من
قرية تحترق في فيتنام ، ومن بغداد ودمشق يحتلها تيمورلنك . أصوات
يهود أوروبا تأتي اليه من السجون وتمتزج بصراخ النازحين العرب .
ويتساءل رمزي :

كم يستطيع الانسان أن يتحمل ؟

لماذا يتمسك بحياته مهما كانت سيئة وتافهة ؟

ويسمع سلمى تطلب أن يذهب معها أحد الشبان كي تعطي احدي

partition

bones

piling

bundle

breast-feeding
her

mine

freedom fighter

بطانياتها الى الطفل الذى يبكى قرب الحاجز .

وسُروا أن الصباح أقبل . الدفء يطرد البرد الثلجي من العظام .
الحرارة ترتفع بسرعة . الغبار يقبل . رجل مُكوم على نفسه الى جانب
الطريق مثل رزمة من الأشياء العتيقة فى وجه الشمس . تدمع عينا
سلمى . لا تتمكن من النظر الى الرزمة . تفكر لماذا يريد أن يعيش .
لا تفهم . لا تفهم لماذا يريد أن يستمر . رمزي يتساءل مرة أخرى
كم يتمكن الانسان أن يتحمل . طفل يتمسك بشوب أمه بخوف وقد حملت
أخته الصغرى الى صدرها تضعها . نازحة جميلة تلبس ثوبا طويلا
أبيض اللون مطرزا ... يتأمل رمزي وجهها الحنطى وعينيها الواسعتين .
لم ير أجمل من عينيها . هادئتان كأنهما لم تعبرا نهر الحـرب .
ويأتى من يخبرهم ان "عربية" ولدت فى الليل بنتا أسموها زيزياء ،
وأن جارة لها ولدت أيضا بنتا أسموها عائدة ، وأن عائلة تعيش فى
طرف المخيم رزقت صبيا أسموه حرب . يسرعون نحو خيمة خالـد
يهنئونه بولادة زيزياء . فى الطريق يرون تجمعاً أمام احدى الخيم .
يسألون ما جرى . يشرح أحدهم أن العائلة النازلة فى تلك الخيمة
استلمت خبراً أن ابنهم قتل بعد ما زرع لغماً فى مستعمرة إسرائيلية .

- فدائى ؟

- أيوه .

- هل تعرفه ؟

- ما حصل لى الشرف .

كلمة فدائى تشير مشاعر رمزي . تعيد اليه كبرياءه وإيمانه بحالـه
كعربي . أصبحت بالنسبة له رمزا لانسان يتمكن أن يرفض كل مغريات
العالم التى نبيع حياتنا من أجلها ... إنه يرفض مغريات العالم ويرسم
مستقبله بيديه .

تخبرهم سلمى أن أم الفدائى ترفض أن يعزيبها الناس . تريد هم
أن يهنئوها بأستشهاده . ترى موته عرسه .

يسأل رمزي نفسه لماذا لا يصبح فدائيا .. انه يحب الحياة . انه
مملوء بها ... مأخوذ بالمحيطات والبحار والجبال ووجوه النساء والأطفال

والموسيقى والشعر . يولع بالحركة والنمو . يحب أن يخترق الأنهر ويتبعها الى أصولها . يعشق المطر والفيوم والبحر والأودية . تشبه الأفكار . يحب الحوار الكلامي والجسدي مع امرأة جميلة ذكية . يتذكر باميل . . . وهو يتمنى أن يعيش أكثر مدة ممكنة ليشاهد أكبر عدد من المُعْجَزَات الانسانية . . . يود أن يعرف ماذا سيحصل للعالم العريس . يتصوره عالما موحدًا يصبح الانسان فيه أهم من أي شيء آخر . يحلم أن تقوم مؤسساته على الحرية والعدالة والمساواة . يتخيله عالما ينمو ويتحرك ويحلم ويبحث ويغامر ويخترع مدفوعا نحو المستقبل .

ولكن العالم الذى يتصوره لن يتحقق دون اشتراك ومغامرة وفداء . هو نفسه لن يشعر أنه يتحرك وينمو ويخلق دون أن يرفض ويتداخل ويعرض نفسه للعواصف والأمطار والأنهار والموت . لا نمو أو كشف أو تحقيق دون مغامرة . حتى الآن كان يحمى نفسه ويعزّل لها ويخضع للحاضر والواقع . يريد أن يتعرض لمخاطر المستقبل وأمطاره وعواصفه وأنهره ومحيطاته وشمسه . يريد أن يرسم حياته بألوان وخطوط يخترعها هو . . لا يريد أن يشعر أنه ينمو . المهم أن يصنع المستقبل لا أن يعيش ليشاهده .

حليم بركات " عَوْدَةُ الطَائِفِ إِلَى الْبَحْرِ "

(بيروت، ١٩٦٩) ص ١٤٧ - ١٥٨

تمرين ١ : اسئلة وأجوبة للفهم والمحادثة والانشاء

١ - صف المكان الذى تجرى فيه حوادث القسم الأول من القطعة :

أ - الجسر

ب - النهر

٢ - كيف كانت مشاعر الناس فى ذلك اليوم ؟

أ - رمزى

ب - سهام

ج - الآخرون

٣ - صف حالة النازحين :

أ - حاجاتهم

ب - اجاباتهم

ج - أسباب نزوحهم

٤ - تكلم عن اللقاء الذى تم بين الأب والأم من جهة والأبن والأبنة من جهة أخرى

أ - كيف افترقا

ب - كيف تم اللقاء

ج - كيف انتهى اللقاء

٥ - تحدث عن الماء بالنسبة للأديان

أ - القدماء والماء

ب - المسيحيون والماء

ج - المسلمون والماء

٦ - كيف صور الكاتب العلاقة بين الناس ؟

أ - الأسماك الكبيرة والأسماك الصغيرة

ب - الدول القوية والدول الضعيفة

٧ - كيف كانت حالة رمزى فى الخيمة ؟

أ - شعوره بالبرد

ب - عدم نومه

ج - سماعه بعض الأصوات

٨ - تكلم عن ميلاد الأطفال فى المخيم من ناحية

أ - الأسماء

ب - التهاني

٩ - صف حالة العائلة فى الخيمة بعد استلامها خبر قتل ابنهم

أ - زرع اللغم

ب - شعور أم الفدائيّ

ج - شعور رمزي

١٠ - لماذا قرر رمزي ان يكون فدائيا ؟

أ - العودة الى وطنه

ب - توحيد العالم العربى

١١ - ماذا يعالج هذا النص ؟

أ - آلام اللاجئين

ب - العمل الفدائى

القسم الثانى : الاصغاء والفهم

أ - استمع الى القطعة المسجلة ثم اعمل بما جاء فى تمرين ٢

الخاص بها فى كتاب التمارين .

ب - استمع الى الجمل العربية المسجلة على الشريط وأختر أنسب

ترجمة لكل منها فى تمرين ٣ من كتاب التمارين .

القسم الثالث : المراجعة

تمرين ٤ و ٥ فى كتاب التمارين .

القسم الأول

أ - من خطب الرئيس جمال عبد الناصر

المقدمة :

الخطب السياسية وسيلة مهمة لنشر الوعي السياسي والاجتماعي بين الناس ولا سيما في المجتمعات التي تعتمد كثيرا على الكلمة المسموعة كطريقة لنشر الأفكار والآراء . وكان الرئيس جمال عبدالناصر (١٩١٨ - ١٩٧٠) أكثر حكام العرب اهتماما بالخطب . وقد لجأ إليها في مناسبات كثيرة . والخطبة التالية التي ألقاها بمناسبة وضع حجر الأساس لأحد المشاريع الصناعية في ١ / ٦ / ١٩٥٥ تمثل نموذجا لخطبه . وفيها يؤكد قدرة مصر على التقدم الصناعي .

النص :

أيهـا المواطنون :

indeed

إنني أشعر بالسعادة فِعْلاً اليوم وأنا أرى هذا المشروع وهو أحد مشروعات الثورة يأخذ سبيله نحو الانتهاء .. وحينما أقول أشعر بالسعادة فإني أعبر عن شعور كل فرد من أبناء هذا الوطن الذى كنا نشعر دائما بأنه يحتاج الى طَفَرَةٍ قوية من التقدم والارتقاء حتى يستطيع أن يسير على قَدَمِ السَّوَادَةِ مع باقى الدول التى سارت فى طريق التقدم والارتقاء .

upturn

being on the same
level

ان المسؤولية الكبرى التي أمامنا هي أن نستطيع أن نسير على قدم المساواة مع باقى الدول ، وهى مسؤولية تحتاج الى جهد كبير وقوة دافعة وإلى عزمٍ وإلى تَصَمُّمٍ ، وإلى إيمان .

resolution; determination

فمنذ عامين كانت هذه المشروعات أحلاما وكانت أقامتها تقف دونها

مصاعب ، وكانت تعتبر آمالا تدور فى العقول وفى النفوس وأننا اليوم وان أشاهد مشروعا جديدا من مشروعات الثورة والانتاج فى طريقه الى الانتهاء فاننى أنظر الى الامام والسى باقى المشروعات والسى النهضة الصناعية الكبرى والاجتماعية التى فكرت فيها هذه الثورة فأرى اننا ما زلنا فى بداية الطريق حتى نحقق الآمال التى كنا نحلم بها جميعا .

frequently

طالما قالوا ان مصر لا تصلح الا أن تكون بلدا زراعيا ، وطالما قالوا انه لا يمكن تطبيق نظم الإصلاح الاجتماعى ، ولا يمكن أن تكون فى مصر صناعة ولا ارتقاء فى الزراعة ولا عدالة اجتماعية ولا مساواة ولا تستطيع مصر ان تتقدم لتقف على قدم المساواة مع باقى الدول !

compensate

abuse

lofty efdice

ولكن حينما واجهنا الأمور بعد الثورة وصمنا وعقدنا العزم على أن نُعوّضَ ما فقدناه بقوة وإيمان وأعلنت ان السياسة هى انتاج وخدمات لا مُهاترات وكلام ، فاننا نسير اليوم - وجميع أبناء هذا الوطن - متحدين فى قوة وعزم لبناء صُرح وطن زراعى ، ونستطيع أن نقول اننا نبني صناعة كبرى ونقيم عدالة اجتماعية وحرية .. ونقول أيضا اننا بهذا سنرفع مستوى الفرد لان الوطن لن يرتفع مستواه الا اذا ارتفع مستوى الفرد ، وبهذا نخلق مجتمعا قويا عزيزا كريما .

تمرين ١ : اسئلة واجوبة للفهم والمحادثة والانشاء

- ١ . تكلم عن دعوة عبد الناصر للسلام فى القسم الاول من خطابه .
- ٢ . كيف عبر عبد الناصر عن شعوره بالسعادة ذلك اليوم ؟
- ٣ . تكلم عن اهداف بناء صناعة كبرى فى مصر .
 - أ . رفع مستوى الفرد .
 - ب . خلق مجتمع قوى كريم .
- ٤ . ماذا قالوا عن مصر قبل بناء صناعتها ؟
 - أ . بلد زراعى .
 - ب . عدم استطاعة مصر مساواة غيرها .

مقدمة

أسست الجامعة العربية عام ١٩٤٥ لغرض توحيد جهود الاقطار العربية في مختلف الحقول السياسية، والعسكرية، والاقتصادية، والثقافية والعلمية.

والنص التالي يوضح اهداف الجامعة العربية والاسس التي تقوم عليها .

النص

المادة الأولى - تتألف جامعة الدول العربية من الدول العربية المستقلة الموقعة على هذا الميثاق .

signing

ولكل دولة عربية مستقلة الحق في أن تنضم الى الجامعة ، فاذا رغبت في الانضمام قدمت طلبا بذلك يودع لدى الأمانة العامة الدائمة ويعرض على المجلس في أول اجتماع يعقد بعد تقديم الطلب .

be deposited

Council

المادة الثانية - الغرض من الجامعة توثيق الصلات بين الدول المشتركة فيها وتنسيق خططها السياسية تحقيقا للتعاون بينها وصيانة لاستقلالها وسيادتها والنظر بصفة عامة في شئون البلدان العربية ومصالحتها .

coordinating; safe
guarding

كذلك من أغراضها تعاون الدول المشتركة فيها تعاوناً وثيقاً بحسب نظم كل دولة منها وأحوالها في الشئون الآتية :

(أ) الشئون الاقتصادية والمالية ويدخل في ذلك التبادل التجاري والجمارك والعملة وأمور الزراعة والصناعة .

currency

(ب) شئون المواصلات ويدخل في ذلك السكك الحديدية والطرق والظمران والملاحة والمرق والبريد .

railroads

navigation; telegraph

(ج) شئون الثقافة .

passports

(د) شؤون الجنسية والجَوَازات والتأشيرات وتنفيذ الأحكام وتسليم المجرمين .

(هـ) الشؤون الاجتماعية .

(و) الشؤون الصحية .

task, duty

conclude, ratify

المادة الثالثة - يكون للجامعة مجلس يتألف من ممثلى الدول المشتركة فى الجامعة ويكون لكل منها صوت واحد مهما يكن عدد ممثليها وتكون مهمته القيام على تحقيق أغراض الجامعة ومراعاة تنفيذ ما تسميه الدول المشتركة فيها من اتفاقات فى الشؤون المشار اليها فى المادة السابقة وفى غيرها .

for guaranteeing

ويدخل فى مهمة المجلس كذلك تقرير وسائل التعاون مع الهيئات الدولية التى قد تنشأ فى المستقبل لكفالة الأمن والسلام ولتنظيم العلاقات الاقتصادية والاجتماعية .

undertake

its formulation

المادة الرابعة - تؤلف لكل من الشؤون المبينة فى المادة الثانية لجنة خاصة تشمل فيها الدول المشتركة فى الجامعة وتتولى هذه اللجان وضع قواعد التعاون ومداه وصياغتها فى شكل مشروعات اتفاقات تعرض على المجلس للنظر فيها تمهيدا لعرضها على الدول المذكورة .

ويجوز أن يشترك فى اللجان المتقدم ذكرها أعضاء يمثلون البلاد العربية الأخرى . ويحدد المجلس الأحوال التى يجوز فيها اشتراك أولئك الممثلين وقواعد التمثيل .

resort; settling;
quarrels
break out

effective; obligatory

المادة الخامسة - لا يجوز الإلتجاء الى القوة لِفَضِّ المنازعات بين دولتين أو أكثر من دول الجامعة ، فاذا نشِبَ بينها خلاف لا يتعلق باستقلال الدولة أو سيادتها أو سلامة أراضيها ولجأ المتنازعون الى المجلس لفض هذا الخلاف كان قراره عندئذ نافذاً ومُلزماً .

وفى هذه الحالة لا يكون للدول التى وقع بينها الخلاف الاشتراك
فى مداولات المجلس وقراراته .

mediate

وَيَتَوَسَّطُ المجلس فى الخلاف الذى يخشى منه وقوع حرب بين
دولة من دول الجامعة وبين أية دولة أخرى من دول الجامعة أو غيرها
للتوفيق بينهما .

reconciliation

وتصدر قرارات التحكيم والقرارات الخاصة بالتوسط بأغلبية الآراء .

aggression

المادة السادسة - اذا وقع إِعْتِدَاءٌ من دولة على دولة من أعضاء
الجامعة أو خشى وقوعه فللدولة المعتدى عليها أو المهددة بالاعتداء
أن تطلب دعوة المجلس للانعقاد فَوْرًا .

immediately

ويقرر المجلس التدابير اللازمة لدفع هذا الاعتداء ويصدر القرار
بالاجماع فانما كان الاعتداء من احدى دول الجامعة ، لا يدخل فى
حساب الاجماع رأى الدولة المعتدية .

واذا وقع الاعتداء بحيث يجعل حكومة الدولة المعتدى عليها عاجزة
عن الاتصال بالمجلس فلممثل تلك الدولة فيه أن يطلب انعقاده للغاية
المبينة فى الفقرة السابقة ، واذا تعذر على الممثل الاتصال بمجلس
الجامعة حق لأية دولة من أعضائها أن تطلب انعقاده .

paragraph

المادة السابعة - ما يقرره المجلس بالاجماع يكون ملزما لجميع
الدول المشتركة فى الجامعة ، وما يقرره المجلس بالأكثرية يكون ملزما
لمن يقبله .

وفى الحالتين تنفذ قرارات المجلس فى كل دولة وفقا لنظمها الأساسية .

المادة الثامنة - تحترم كل دولة من الدول المشتركة فى الجامعة
نظام الحكم القائم فى دول الجامعة الأخرى وتعتبره حقا من حقوق
تلك الدول وتتعهد بأن لا تقوم بعمل يُزَيِّي الى تغيير ذلك النظام فيها .

aim at

المادة التاسعة - لدول الجامعة العربية الرغبة فيما بينها فى
تعاون أوثق وروابط أقوى مما نص عليه هذا الميثاق أن تعقد بينها

من الاتفاقات ما تشاء لتحقيق هذه الأغراض .

والمعاهدات والاتفاقات التي سبق أن عقدتها أو التي تعقدتها فيما بعد دولة من دول الجامعة مع أية دولة أخرى لا تلزم ولا تقيّد الأعضاء الآخرين .

headquarters

المادة العاشرة - تكون القاهرة المقرّ الدائم لجامعة الدول العربية ، ولمجلس الجامعة أن يجتمع في أى مكان آخر يعينه .

المادة الحادية عشر - ينعقد مجلس الجامعة انعقادا عاديا مرتين في العام في كل من شهرى مارس وأكتوبر ، وينعقد بصفة غير عادية كلما دعت الحاجة الى ذلك بناء على طلب دولتين من دول الجامعة .

general secretariat

المادة الثانية عشر - يكون للجامعة أمانة عامة رائمة تتألف من أمين عام وأمناء مساعدين وعدد كاف من الموظفين .

ويعين مجلس الجامعة بأكثرية ثلثيّ دول الجامعة الأمين العام ، ويعين الأمين العام بموافقة المجلس الأمناء المساعدين والموظفين الرئيسيين في الجامعة .

ويضع مجلس الجامعة نظاما داخليا لأعمال الأمانة العامة وشئون الموظفين .

rank, grade

ويكون الأمين العام في درجة سفير والأمناء المساعدون في درجة وزراء مفوضين .

ويعين في ملحق لهذا الميثاق أول أمين عام للجامعة .

budget

المادة الثالثة عشر - يعد الأمين العام مشروع ميزانية الجامعة ويعرضه على المجلس للموافقة عليه قبل بدء كل سنة مالية .

expenditure

ويحدد المجلس نصيب كل دولة من دول الجامعة في التفقات ، ويجوز أن يعيد النظر فيه عند الاقتضاء .

immunity

المادة الرابعة عشر - يتمتع أعضاء مجلس الجامعة وأعضاء لجانبها وموظفوها الذين ينص عليهم فى النظام الداخلى بالامتيازات والحصانة الدبلوماسية أثناء قيامهم بعملهم .

inviolability

وتكون مصونة حُرمة المباني التى تشغلها هيئات الجامعة .

المادة الخامسة عشر - ينعقد المجلس للمرة الأولى بدعوة من رئيس الحكومة المصرية وبعد ذلك بدعوة من الأمين العام .

ويتناوب ممثلو دول الجامعة رئاسة المجلس فى كل انعقاد عادى .

المادة السادسة عشر - فيما عدا الأحوال المنصوص عليها فى هذا الميثاق يكتفى بأغلبية الآراء لاتخاذ المجلس قرارات نافذة فى الشؤون الآتية :

- (أ) شؤون الموظفين .
- (ب) اقرار ميزانية الجامعة .
- (ج) وضع نظام داخلى لكل من المجلس واللجان والأمانة العامة .
- (د) تقرير فض أدوار الاجتماع .

المادة السابعة عشر - تودع الدول المشتركة فى الجامعة لدى الأمانة العامة نسخا من جميع المعاهدات والاتفاقات التى عقدتها أو تعقدتها مع أية دولة أخرى من دول الجامعة أو غيرها .

withdraw

المادة الثامنة عشر - اذا رأت احدى دول الجامعة أن تسحب منها أبلغت المجلس عزمها على الانسحاب قبل تنفيذه بسنة .

ولمجلس الجامعة أن يعتبر أية دولة لا تقوم بواجبات هذا الميثاق منفصلة عن الجامعة وذلك بقرار يصدره باجماع الدول عدا الدولة المشار اليها .

court, tribunal

المادة التاسعة عشر - يجوز بموافقة ثلثي دول الجامعة تعديل هذا الميثاق وعلى الخصوص لجعل الروابط بينها أمتن وأوثق ولانشاء مَحْكَمَة عدل عربية ولتنظيم صلات الجامعة بالهيئات الدولية التى قد تنشأ فى المستقبل لكفالة الأمن والسلام .

ولا يُيَتُّ في التعديل الا في دور الانعقاد التالى للدور الذى be settled, determined يقدم فيه الطلب .

وللدولة التى لا تقبل التعديل أن تنسحب عند تنفيذه دون التقييد بأحكام المادة السابقة .

supplements المادة العشرون - يصدق على هذا الميثاق وملاحقهِ وفقاً للنظم الأساسية المرعية فى كل من الدول المتعاقدة .

سامي حكيم ، "ميثاق الجامعة والوحدة العربية"
ط ١ : (القاهرة ، ١٩٦٦)
ص : ٢٣٠ - ٢٣٦

تمرين ٢ في كتاب التمارين

القسم الثاني : الاصغاء والفهم

أ - استمع الى الخطاب المسجل واكتب ملخصاً لاهم النقاط فيه .

ب - استمع الى الجمل العربية المسجلة على الشريط واختر
انسب ترجمة لكل منها في تمرين ٣ من كتاب
التمارين .

القسم الثالث : المراجعة

تمرين ٤ - ٦ في كتاب التمارين .

من المرايا

مقدمة

يقوم هذا العمل الفنى الجديد لنجيب محفوظ على تقديم شخصيات مختلفة تمثل الحياة المصرية فى هذا القرن بمشاكلها المتعددة ، وكل شخصية لها قصتها الخاصة وترتبط الشخصيات مع بعضها البعض فى اطار العمل الادبى كله وهو اطار العصر الواحد والمشاكل المتشابهة . ويمكن للقارىء ان يقرأ قصة كل شخصية على أنها قصة منفصلة عن الشخصيات الاخرى بالرغم من أن جميع الشخصيات فى آخر الأمر ترتبط بهذا الرباط الخفى العميق .. فهى شخصيات مصرية تعبر عن مشاكل مصرية وتكشف عن صفحات انسانية رائعة من تاريخ مصر المعاصر وحياتها الجديدة .

١- ابراهيم عقل

سمعت أول ما سمعت عن الدكتور ابراهيم عقل فى مقالة للأستاذ سالم جبر . لا فكرة لى عن موضوع المقالة ولكنه ذكر فى سياقها الدكتور ابراهيم عقل باعتباره عقلا فذا بشر فى وقت ما بشورة فكرية فى حياتنا الثقافية لولا وشاية حقيرة أجهضته قبل أن يقف على قدميه . ردها شخص لا خلاق له زاعما أن - الدكتور ابراهيم .. طعن فى الاسلام ضمن رسالة الدكتوراة التى قدمها للسريون . وشن على الدكتور هجومًا ناريا فى عديد من الصحف والمجلات ، فاتهموه بالاحاد ، وتبنى آراء المستشرقين المبشرين لنيل الدكتوراة على حساب دينه وقومه ، ثم طالبوا بفصله من الجامعة .

وأهتز الدكتور من جذوره حيال الحملة العاتية ، ولم يكن ذا طبيعة مقاتلة ، ولا قبل له بتحدى رأى العام ، فضلا عن حرصه على وظيفته وشدة حاجته اليها ، فأنكر التهمة ، ودافع عن عقيدته ، وتوسل بكثيرين - على رأسهم صديقه وزميله فى هيئة التدريس الدكتور ماهر عبد الكريم - لاختار الفتنة واسترضاء مؤججيه . ولما التحقت بالجامعة عام ١٩٣١ وجدته أستاذا مساعدا بها . والظاهر أن المحنة التى

مر بها علمته كيف يركز نشاطه فى دروسه الجامعية وينسحب من الحياة الفكرية خارج جدران الكلية . ولاحظنا أن همته يطويها الفتور والملال ، وأن دروسه أقرب الى التوجيهات العامة منها الى المحاضرات الدسمة التى يلقيها علينا زملاؤه ، رغم ما تتفع به من صحة وحيوية ، ونضج تبرع فوق الأربعين من العمر ، وما لبث أن انقلب فى مجالسنا نادرة ودعابة . ومرة سألته فى أثناء مناقشة بقاعة المحاضرات

— لم لم تؤلف كتابا يا دكتور ؟

فرمانى بنظرة متعالية وقال بصوته الجهرى :

— أتظن أن عالم الكتب فى حاجة الى مزيد ؟

وجعل يهز رأسه الكبير فوق قامته المديدة ثم قال :

— لو فرشنا بالكتب سطح الأرض لغطته مرتين !

ثم بامتعاض وازدراء :

— ومع ذلك فلو عددنا الكتب المتضمنة جديدا من الفكر لما غطت سطح زقاق .

ولم يكن من النادر أن ألقاه فى صالون الدكتور ماهر عبد الكريم بقصره الكبير فى المنيرة . وما أكثر من عرفت من أهل الفكر فى ذلك الصالون العتيق ، وما زلت حتى اليوم أتردد عليه وأن تغمر مكانه وزمانه . وثمة ذكرى لاجتماع فيه تردد على خاطر بوضوح ويسر كلما استدعتها الظروف والأحوال . ولعل الدكتور ابراهيم عقل كان أقرب الحاضرين جانبا مع البهو الكلاسيكى الفخم بجسمه العملاق ومهابته الطبيعية ونظرته الزرقاء الذكية . وعلى غير المؤلف خاض الحديث فى شئون السياسة . وكنا نتجنبها اكراما لأستاذنا صاحب الصالون لعلمنا المسبق بنفوره من الاحاديث الانفعالية ولكونه من المنتمين الى الحزب الوطنى بحكم أسرته ونشأته على حين أن تلاميذه جميعا كانوا من شباب الوفد . غير أن الانقلاب الذى قام به اسماعيل صدقى فى ذلك التاريخ طوق المشاعر وضغط على الأفكار فلم يكن من اليسر تجاهله . وتكلم كثير من الطلبة الحاضرين حتى قال الدكتور ابراهيم عقل :

— أن حياتنا الدستورية مكسب ولكنها فى الوقت نفسه فخ .

فتحفز الشبان للنضال ولكنه قال :

— انحرف الجهاد الوطنى عن غايته الأولى ، غرقنا فى معاركنا الحزبية ، ولدى كل انقلاب يحدث رد فعل فطيع فى العلاقات والاخلاق ، ويوما بعد يوم

يُفتت البناء الشامخ الذى ورثناه عن ثورة ١٩١٩ ..

فقال أحد أفراد مجموعتنا الشابة :

- بناء الشعب غير قابل للتفتت .

ابتسم أستاذنا ماهر عبد الكريم ، وتفكر قليلا ، ثم قال بصوته الناعم الهامس :

- شعبنا مثل الوحش المذكور فى بعض الاساطير الشعبية يستيقظ أيا ما ثم ينام أجيالا .

فعاد الدكتور ابراهيم عقل يقول :

- لن نضار البتة اذا أستمسكنا بالمثل العليا .

وجعل ينقل عينيه الزرقاوين بيمين وجوهنا المتحفزة ثم كرر بنبرة منغومة :

- المثل العليا .. المثل العليا .

وكان يردد ها كثيرا فى محاضراته عن الاخلاق حتى أطلق عليه زميلنا عجلان

ثابت " دكتور مثل عليا " . ولعل الدكتور تذكر موجة الالحاد التى كانت تجتاح

الكلية فى ذلك الوقت فقال :

- أرجوا لا تعتبروا المثل العليا نتيجة لعقيدة دينية ، اعتبروها اذا شئتم المنبـع

الذى تدفقت منه العقيدة نفسها ...

فقال شيخ أزهرى لا يحضرنى اسمه الان :

- السياسة تروق بنا كل يوم فى محنة جديدة ..

فقال الدكتور ابراهيم عقل باصرار :

- المثل العليا حسنها أن تبقى لنا ..

فقال الاستاذ سالم جبر وهو غائص بجسمه البدين فى فوتيل وشر :

- يا سيدى الدكتور ما الاخلاق الا علاقات اجتماعية ، وعلينا أن نغير المجتمع ..

فسأله بهدوء :

- أقرأت كتاب برجسون عن أصل الاخلاق والدين ؟

فقال سالم جبر بأستهانة :

- انى أقرأ برجسون كما أقرأ قصيدة حالمة .

فقال له الدكتور ماهر عبد الكريم :

- أنك يا أستاذ تحلم بشورة كالتى قامت فى روسيا منذ أربعة عشر عاما ، وهى

تتكشف كل يوم عن مضاعفات خطيرة ..

فقال سالم جبر بحدة :

- نحن لانعرف عن روسيا الا ما نقرأه فى صحف الغرب وكتبه ..
وحلت هدنة ريثما نشرب أقذاح القرفة وننعم بحشوها الطيب من البندق واللوز
والجوز .

ثم خرق الهدنة صوت شاب قائلا :

- لاحل الا القضاء على أحزاب الاقلية الطامعة فى الحكم .

فقال سالم جبر :

- هذه ترجمة ركيكة لصراع الطبقات .

ولكن الدكتور ابراهيم عقل قال :

- أن رئيس الوزراء يزعم أنه يسعى للحصول على الاستقلال فلندعه يسع !

- وان فرض علينا معاهدة مثل تصريح ٢٨ فبراير ؟

فقال الدكتور بشىء من العنف :

- الاستقلال الحقيقى فى المثل العليا وينك مصر .

طالما عذبني التناقض بين تناول الاوساط الشعبية للسياسة وتناولها فى الأوساط
الثقافية الرفيعة ، فهى هناك انفعال مضطرب سرعان ما يسيل دما ، وهى هنا
مناقشات متفلسفة لا تخلو من تشبيط للهمم وتخيب للآمال . فكرت فى ذلك ونحن
راجعون من قصر المنيرة . وتبادلنا الاراء فى سرعة محموعة .

- لابد من ثورة .

- أيكفى الاضراب لاشمال ثورة ؟

- هكذا قامت ثورة ١٩١٩ فيما يقال

- كيف قامت ثورة ١٩١٩ ؟

- ما أقربها وما أبعدھا ..

وفى صيف ذلك العام قابلت الدكتور - كان بصحبة أسرته المكونة من زوجة
وغلامين - فى كازينو الانفوشى بالاسكندرية . كنت أجلس هناك فى الصباح -
عقب الاستحمام - فأشرب القهوة وأقرأ الصحف ، وأشاهد فى الوقت نفسه مايجرى
على مسرح الكازينو من بروفات للمعروض السائبة رغم نفورى الطبيعى من الفناء الفرنجى .
وقدمنى الدكتور الى حرمه وأظنها كانت مفتشة بوزارة المعارف . ولاحظت بسرور
غرامه الأبوى بابنيه وملاطفاته لهما مما دعا زوجه لاعلان استنكارها لتدليله لهما .
واستماني لاول مرة بعواطفه الأبوية ، فلم أكن له احتراماً لعزوفه عن التأليف ،
ولعدم اخلاصه فى عمله . وما أعجبنى فيه الا منظره وخفة روحه وسخريته الموهمة

بالتفلسف . وسألنى :

- أتستحم عادة فى الانفوشى ؟

فأجبت :

- ان أمواجه أهدأ بكثير من الشاطئ .

- عندما يتم بناء الكورنيش سيتغير وجه الاسكندرية . فوافقته على قوله فقال

باسم :

- ولكنكم تكرهون اسماعيل صدقى .

فقلت وأنا أدارى العواطف المريرة التى استفزها ذلك الاسم :

- ليس بالكورنيش وحده يحيا الانسان .

فضحك قائلا :

- لا يوجد مثل السياسة مفسدة للتفكير البشرى .

ثم أشار الى زوجه فقال :

- والدتها - حماتى - عضو فى اللجنة الوفدية للسيدات .

فومقت السيدة بامتنان اكراما لوالدتها .

وفى مطلع العام الدراسى تولى الدكتور ابراهيم عقل منصبا جامعيا كبيرا ولكنّه اغتال فى سبيله جميع مثله الجليا . كانت الهتافات العدائية للسراى تتردد فى جنبات الوادى . ونشرت جريدة التيمز أن مظاهرة فى أسوان هتفت لمصطفى النحاس رئيسا للجمهورية . وأنقسمت البلاد الى أقلية موالية للملك وأغلبية معادية تكاد تجهز بعدائها . واذا بالدكتور ابراهيم عقل ينشر مقالة فى الاهرام يدعو فيها للولاء لصاحب العرش وينوه بأيادى أسرته على نهضة البلاد وخاصة محمد على واسماعيل . كانت أزمة تهاوت فيها القيم الى الحضيض وتقوضت كرامات الكثيرين من الرجال . ورمى الأبرياء المهزلة بأعين حمراء ولكن حتى صفوفهم لم تترأ من فساد . عصر الزلازل والمراكمن المتفجرة . عصر احباط الاحلام وانبعاث شياطين الانتهازية والجريمة . عصر الشهداء من جميع الطبقات . وظل الدكتور يخطر بيننا ، متظاهرا بالشبهات والشجاعة . يطالعنا بنظرات متحدية تخفى فى أعماقها احساسا بالهزيمة والذنب . وكنا نلقاه بالاحترام اللائق بمركزه على حين نضمر له الاستهانة والسخرية . الاستهانة والسخرية أجل ، لا البغضاء ولا الرغبة فى القتل ، كما شعرنا بهما نحو كثيرين من رجال السياسة . لم تكن شخصيته تشع شيئا من ذلك ، وكان لخفة روحه ومناوراته

البهلولانية خليقا بأن يتبدى لنا مهرجا أو رجالا لا شريرا أو سفاكا للدماء أو عدوا حقيقيا للشعب .

وفى اليوم الاخير للدراسة ، ونحن ناهبون لعطلة قصيرة نتقدم بعدها لامتحان الليسانس ، دعانا الى الاجتماع به فى مكتبه . كنا عشرة ذكور ، هم طلاب الليسانس للقسم الذى يرأسه الى جانب منصبه العام . أجلسنا أمام مكتبه وراح ينقل بمن وجوهنا عينيه الزرقاوين مطيلا الصمت والتأمل ، وابتسم وهو يهز رأسه فى تعال ساخر وقال :

- نحن على وشك الفراق ولا يجوز الفراق بلا كلمة .. وعاد ينقل بصره مواصلا هز رأسه ، ثم قال :

- طالما خمنت ما دار بنفوسكم يوما ، ولكن ليس الأمر كما توهمتم .
ها هو يطرق الموضوع بعد صمت طويل . صمت طويل جدا . ولكن علينا أن نلزم أنفسنا بالادب والحذر . علينا أن نفكر أننا سنمتحن فى كل مادة تحريريا وشفويا معا . وعلينا أن نذكر أن من حق مجلس القسم تعديل نتيجة الامتحان - بصرف النظر عن الدرجات الحاصل عليها الطالب - لتتفق مع مستواه العام كما يقرره الأساتذة . كل ذلك يضعنا تحت رحمته بلا مراجع ولا معقب . وواصل حديثه قائلا :

- المسألة اننى وجدت أناسا يخطبون وأناسا يعملون فاخترت الانضمام الى العاملين ولكننا فى النهاية مصريون ..

ولذنا بالصمت الا واحدا فقال بجرأة :

- ان من يخطب مطالبيا بالاستقلال والدستور خير ممن يبنى الكورنيش ويسفك الدماء ..

كان القائل يدعى اسحق بقطر ، وكان الفنى الوحيد فينا ، وكان سيمضى عقب الامتحان الى مزرعته عند مشارف القاهرة لزراعة أفرخ أنواع الزهور . ولم يغضب الدكتور ابراهيم عقل . وابتسم وقال بشئ من الأسى :

- ليس كالسياسة مفسدة للعقل ..

ثم بنبرة تشئ بالرجاء ..

الحقيقة ، أعبدوا الحقيقة عبادة ، ليس ثمة ما هو أثنى ولا أجل منها فى الوجود أعبدوها وأكفروا بأى شئ يتهددنا بالفساد .

ظللنا ملازمين الصمت ، متذكرين الامتحان الشفوى وحق مجلس القسم أما هو

فعاد يقول :

- لن أناقش بقطر ، لن أتفوه بكلمة فى السياسة ، انما دعوتكم لنلقى نظرة معا على المستقبل ..

فانتشر الارتياح فى نفوسنا كالضوء . نجونا من مزالق السياسة وها هو يفتح باب المستقبل الذى نرقبه بوجوم قائم بعد أن صدرت القرارات الوزارية بوقف التعيينات والترقيات والعلاوات لاجل غير مسمى . ماذا بقى لنا من أمل وماذا عند أستاذنا من عود ؟ . وقال :

- هذه أيام أزمة ، أزمة تطحن العالم كله وليست خاصة ببلادنا كما يصورها البعض ، ماذا أنتم فاعلون ؟ . وسكت قليلا ثم قال :

- لن تجدوا وظيفة بالسرعة المطلوبة ، ولن تكونوا أسرة فى أجل قريب ، وربما تفاوتت بينكم الحظوظ ..

وتلقى نظراتنا التى أطفأ نورها الفتور بإبتسام وقال :

- حتى الفرص الضعيفة التى قد يفوز بها الطبيب أو المهندس أو الحقوى فى الميدان الحر ، حتى هذه الفرص لا نصيب لكم فيها ، ولكن يبقى لكم شئ هام ، جوهرة لم يتعود أحد أن يتحلى بها بعد .

فاشتعلت أعيننا بالاهتمام مرة أخرى فواصل حديثه قائلاً :

- أمامكم طريق الحقيقة والقسم .

تذكر كل منا اله وحببته والامال المعقودة على الوظيفة المنتظرة ، أما هو فقال :

- تخففوا من غلواء الطموح وارضوا من الدنيا بما تجود به أما الشوق للحقيقة فلا ترسموا له حدا .

ترى ألعانا الرجل ليعذبنا ويسخر منا ؟

- أن الجلوس تحت شجرة فى يوم صاف خير من امتلاك عزمة ..

أنت تقول ذلك يامن بعث جميع القسم من أجل ..

- أن حكمة الحياة هى أثنى ما نفوز به من دنيانا ذات الأيام المعدودات ...

وما غادرنا الكلية حتى انفجرنا ضاحكين من عنف المفارقة واليأس . واستبقنا

الى نعته بكل قبيح

- الوغد

- المهرج

ومنذ تخرجنا فى الكلية انقضى زمن طويل لم أره فيه مرة واحدة . غاب عن عيني كما غاب عن وعيى الا فى النادر من المناسبات . وكان يتجنب صالون الدكتور ماهر عبد الكريم منذ وشوبه الانتهازى الى الوظيفة الكبيرة ان يتعرض لهجوم بعض المتطرفين فاقصرت مقابلاته لصديقه على الزيارات الخاصة . لذلك مرت ثلاثة عشر عاما دون أن أراه حتى عرضت مناسبة غير سارة ، بل مناسبة مؤسفة غاية الأسف ان فقد ابنه الوحيد فى واء الكوليرا الذى اجتاح البلاد عام ١٩٤٧ . عانيت صدمة وأنا أتلقى الخبر ورجعت الى الذاكرة الى كازينو الانفوشى وهو يلعب الفلامين . يالها من ذكرى ويالها من نهاية . وذهبت الى الجزيرة للاشتراك فى تشييع الجنازة . جنازة مؤثرة مفعمة بالاشجان . وسار الرجل وراء النعش من بقامته الطويلة وقد تهدلت عضلات وجهه وغامت عيناه بظلمة كأنها صورة ناطقة لليأس الاعمى . ولا أظنه عرفنى وأنا أقدم له العزاء ، لم يلتفت الى أحد ولم يهتم بشئ مما يدور حوله ، ولكن عندما تقدم الدكتور ماهر عبد الكريم لتعزيته خفض جفنيه على دمع تفجر رغم اصراره على الظهور بمظهر الثبات والصبر . وعند منتصف الليل دعانى الدكتور ماهر عبد الكريم الى مرافقته فى سيارته الى المدينة . وفى أثناء الطريق تمت بعطف :

- الله معه ، انها كارثة لا تحتمل ..

فوافقته على رأيه وكنت فى الحقيقة متأثرا جدا فعاد يقول :

- ولكن حديثه أفلقنى .

فسألته عما ألقاه فأجاب :

- جعل يقول بنبرة متهدجة ان الموت جميل ، وانه مظلوم ، وانه لولاه لما كان للحياة قيمة ..

فصمت متفكرا فعاد أستأذى يقول :

- الله معه ..

غاب الدكتور ابراهيم عقل عن عيني مرة أخرى وان لم تغيب عني مأساته طويلا وفى صالون قصر المنيرة علمت بما طرأ عليه من أحوال فى الأعوام التالية للحادث . قيل أنه أصبح يسرى كثيرا فى جامع الحسين . وانه يمضى الساعات متربعا أمام

المقام . وفى كلمة انه يتدروش ويسلم للايمان تسليما بلا قيد ولا شرط . وأثار
سلكه الكثير من الجدل عن الايمان بصفة عامة ، والايمان بالنشأة ، والايمان
بالاقتناع ، والايمان بسبب الكوارث ، وايمان الفلاسفة وايمان العجائز ، وكان ماهر
عبدالكريم يفند كل حجة يأنس منها هجوما ولو من بعيد على سلك صديقه
القديم . وفى عام ١٩٥٠ ترك الدكتور ابراهيم عقل الخدمة لبلوغه السن
القانونية فتفرغ تماما للدروشة . وفى يوم من عام ١٩٥٣ صادفته فى الباب
الأخضر بحى الحسين - زاهبا أو راجعا من الجامع لا أدرى - فجذبتنى طلعتة
المهيبة المجللة بالمشيب . وأقتربت منه مادا يدي للمصافحة فصافحنى وهو يحدجنى
بنظرة لا يلوح فيها أنه عرفنى ، فلما ذكرته بنفسى هتف بصوته الجهرى :

- أنت . . كيف حالك ؟ .. ماذا تفعل ؟

فلما أجبته قال :

- لا تؤاخذنى فأنا لا أقرأ ..

وسايرته حتى موقف سيارته فى ميدان الأزهر وهناك سألنى :

- ماذا يدور فى الدنيا ؟

فذكرت من الأمور ما رأيته جديرا بالذكر منوها بصفة خاصة بالثورة الجديدة فقال :

- هبوط صمود ، موت بعث ، مدنى عسكرى ، فلتسر الدنيا فى طريقها أما

أنا فأنى أستعد لرحلة أخرى ..

وغاب عنى من جديد حتى قرأت نعيه عام ١٩٥٧ على ما أنكر . وأطرف

ما سمعت عنه بعد ذلك ما قيل من عشور ابن أخيه على مخطوط له لترجمة غايية

فى الجمال لديوان " أزهار الشر " لبودليير لم يعرف بالضبط تاريخ ترجمته .

ولما كان ابن أخيه الوريث الوحيد له - توفيت زوجته فى العام السابق لوفاته -

فقد أذن بنشره ، وهكذا بقى اسمه فى المكتبة العربية مقرونا بأسم بودليير على

ديوان " أزهار الشر " .

ولاخلاف فى رأى عن الدكتور ابراهيم عقل بمن طلبته ، فقد اعتبروه - بلا استثناء

- مهرجا . ولكن ثمة مفكرا له وزنه مثل الاستاذ سالم جبر كان يراه ضحية

لمجتمع فاسد وأن لم يغفر له انهزاميته . وذات يوم قال لى أستاذى ماهر

عبدالكريم بصوته الهامس :

- أنكم تظلمون ابراهيم عقل .

- فلم أنكلم احتراماً لعواطفه نحو صديقه ، فقال :
- أنه عقلية فذة ، وكان يبهرننا بذكائه ونحن فى السربون ..
- فقلت :
- لم يفد أحد من ذكائه شيئاً ..
- فقال متجاهلاً تعليقى :
- وهو الوحيد فى مصر الذى يتمتع بعقيل فلسفى ، بالنظرة الشاملة للأشياء ..
- ونظر الى باسماء ثم استطرد :
- لم يخلق كاتباً ، ولكنه محدث موهوب ، نوع من سقراط ، خص أصدقاءه الحميمين
- بزيادة فكره ، وطرح أسرار ما عنده على الناس .
- فقلت له :
- لعله يحتاج الى أفلاطون جديد لسرد اليه اعتباره . ولكنه اندثر فلم يبق
- منه الا مأساة وترجمة نادرة لازهار الشر .

نجيب محفوظ " من الماياء "

مجلة الأذاعة والتلفزيون - القاهرة

العدد ١٨٨٥ ص ٢٨ - ٣١

٢- أمانى محمد

كان التلفزيون واسطة التعارف بين أمانى محمد وبينى . بدأت حديثها بالتحيات والمجاملات المعروفة . واستأنذتنى فى طرح أسئلة عن بعض المناقشات التى تتابعها فى التلفزيون . وأنست منها اهتماماً بالفن ورغبة فى التزود ببعض المراجع وحامساً للقاء تتم به الفائدة . دعوتها الى مكتبى ولكنها عاجلتنى بنفورها من جـو المكاتب واقتربت لقاء فى الخارج . وتم اللقاء فى استراحة الهرم فى أواخر ربيع عام ١٩٦٥ . توقعت أن تجيئنى طالبة أو خريجة حديثة العهد بالتخرج ، ولكن التى أقبلت كانت امرأة ناضجة ، فى الأربعين ، ريانة البدن ملونة العينين ، تخطر على الحد الفاصل بين حرية المرأة المصرية وبهرج الغانية . ولدى رؤيتها

- غازلنى شعور مستفز بأن الفن لن يكون - وحده - ثالثا . ولم يهزنى قبـول ولا صدنى رفض فلـمت امرى للظروف . جلسنا فى طرف الحديقة المطل على المدينة ونظراتنا المتبادلة تعكس الحياء والترقب . قالت بلسان يحور الراء غينا :
- معذرة عن جرأتى ..
- ثم كالمستدركة :
- كان لابد لى أن أقابلـك ..
- فأكدت لها سرورى باللقاء فقالت :
- ان فراغ حياتى لن يملأه الا الفن ، ومن حسن الحظ اننى لا أخلو من استعداد .
- سيدتى موظفة ؟
- كلا ، ولا حاصلة على شهادة عالية ، الثانوية العامة فقط ، ولكنى قارئة ممتازة ، وكتبت أكثر من تمثيلية اذاعية ..
- لم يسمـدنى الحظ بـساعها ..
- لا غرابة فى ذلك .
- وتفضلت باغداق الثناء فشكرت لها تقديرها فقالت :
- انى فى حاجة الى مراجع تاريخية لأواصل الكتابة ..
- مطلب يسـر فيما أعتقد ..
- أود أن أكتب عن أشهر نساء الشرق وخاصة اللاتى لعين أمـوارا خالدة فى الحب .
- موضوعات شائقة ..
- فابتسمت ابتسامة رقيقة وقالت :
- أطمع أن تشترك معى فى العمل .. ؟
- فأعذرت بلا تردد قائـلا :
- أنى مشغول بأعمال أخرى .
- ممكن أن تمدنى بالمراجع والمادة العلمية وأن تشترك فيما يعجبك من الموضوعات .
- سأهديك الى المراجع .
- ولكنها تجاهلت اعتراضى وقالت وهى ترمى بنظراتها الى رؤوس اشجار الحور تحتنا
- سنعمل فى الحدائق ..
- ثم بعد توقف قصير
- الا اذا تفضلت بتشريف بيتى .

نجحت الغزوة الجديدة فى اقتحام ترددى فتساءلت

- بيتك ؟

- لم أعرفك بحالتى الاجتماعية ، أنسى مطلقة ، أقدم مع خالتي العجوز ،
ولى ابن وابنة يقيمان مع والدهما .

- ولكن خالتك ؟ .

- لا عيب فى العمل ..

ثم وهى تنظر بعيدا

- يمكن تدبير الأمر لنهىء جوا صالحا للعمل .

- ولكن ..

- ولكن ؟

- أصارك بأنه من المؤسف ألا تنعم سيدة مثلك بحياتها الزوجية ..

فقالته بامتعضاض

- لم تكن حياة موفقة ولا يوما واحدا ..

- عجيبه

- علمنى كيف أمقته ، ولم أحبه من قبل .

- ولم قبلت الزواج منه ؟

- زوجت اليه وأنا بنت ستة عشر ، أبعد ما تكون عن النضج ولا وزن لرأى .

- زيجات سعيدة كثيرة بدأت كذلك .

- انه أنانى نذل متوحش .

لم تشأ أن تنتقل من العموميات الى التفاصيل ففتر اهتمامى بالموضوع ، وبخاصة

أنه أصبح من ذكريات ماض بدأ أنه ذهب الى غير رجعة . حتى الفن نفسه

تراجع الى الهامش وذاب فى الظلال . وحركة غير متوقعة تسلك يدها البضة

فأستقرت فوق يدي على طرف المائدة .

- انسى فى حاجة الى انسان أطمئن اليه ..

ورغم احتمال المبالغات والأكاذيب فانى شعرت نحوها بغطف ورشاء . ومع ذلك

سألتها مداعبا

- يهيك الفن لهذا الحد ؟

فقالته ضاحكة

- الفن والحياة .

ولكننا سنينا الفن والتاريخ ونحن نتجول فى صحراء الهرم . تركزت همومنا
فى الواقع المعاصر ، واقع البيت بالذات ، وخالتها بصفة خاصة ، سنها الطاعن
ونومها الثقيل ، وحواسها الضعيفة ..

- الا اذا أردت أن نلتقى فى بيت آخر .

وباندماجى فى المؤامرة تدفق طوفان الرغبة فى دمي فقلت

- ليكون اليوم

ولكنها قالت بسرور وبلا مكر

- أمهلنى حتى أهين الجو ..

وعندما جمعتنا الحجرة هفت على حواسى اخلاط روائح مركزة من العطر
والبرفان والخمر تسبح فى أمواج نور أحمر خافت فردتنى الى ذكريات بعيدة ما
كنت أتصور أنها ستعود . وجدتني مرة أخرى موثقا بالحرير ، مدعنا لرغبة
سكرى بيقظة مباغتة ، وبلا حب بالمعنى الحقيقى أما أمانى فكانت متفانية فى المودة ،
اهتدت الى مرفأ بعد تخبط فى ليل بهمم ، لهفة بلا حدود على الحب والحنان
ييزفها قلب محروم من الحب والأمومة والثقة . جعلت تصارحنى بخباياها فى لقاءاتنا
المتتالية :

- حالتى المالية حسنة ، ليس لى ما أشكوه من هذه الناحية ..

أو تقول :

- رينا يسامح بابا ويرحمه ، كان السبب ..

أو تقول :

- لا أمان لشبان هذه الأيام ، رينا يحفظ بنتى ..

وتضخم شعورى بالمسئولية ، وكان يستفحل كلما تذكرت بأن حياتنا المشتركة
تقوم على غمر أساس مشترك وأنه لا يمكن أن تمضى هكذا الى الابد ، وأن العطف
والجنس لا يكفيان لاستتباب الأمن فى أسرتنا ذات الجناح الواحد . وذات يوم من
أيام العام نفسه - أواخر الصيف أو أوائل الخريف - زارنى فى مكشى الأستاذ عبده
البيونى . تذكرته من أول نظرة رغم التغير الهائل الذى طرأ عليه . ورحبت به
بحرارة كأننا لم نفترق حوالى ربع قرن على الأقل . ترى ماذا غير به هذه الدرجة
رغم أنه لا يكبرنى بأكثر من بضعة أعوام ؟ . وسألته

- ماذا تفعل الآن ؟

ولكنه تجاهل سؤالي وسأل بدوره

- لعلك تسأل عما دعاني الى زيارتك بعد ذاك العمر من الانقطاع ؟

فقلت ببراءة

- لعله خمر يا زميلي القديم .

فقال وهو يرمقني بهدوء

- انى أزورك بصفتي زوج أمانى محمد .

مرت ثانية وأنا لا أعى لقوله معنى وفى الثانية التالية انفجر معناه فى معنى كساروخ . الحق انى غبت عن الوجود بمعنى ما ، تلاشى المكان والزمان ، لم أعد أرى الا وجه عبده البسيونى الأسمر المستدير ، كأنه وجه شخص آخر ، وجه تمثال يقوم أمام مكنتى منذ الازل . لم أنبس بكلمة ، وطبعاً لا فكرة لى عن الصورة التى أنطبعت فوق صفحة وجهى ، ولكنه هز رأسه بهدوء وقال بنبرة متأنسة

- لا داعى للجزع .

وابتسم ابتسامة ما وقال

- لا علم لك بشئ ..

ثم بتوكيد

- لم أحضر للانتقام .

مضيت أرجع الى مقعدى وحجرتى ولكن شعورا حادا اجتاحتني بأن دنيائى على وشك التصدع والتلاشى .

وسمعتة يقول

- من حسن الحظ أن الأيام التى عشتها فى باريس لم تضع عبثا .

وقلت وأنا مستسلم تماما للمقارير .

- لعلك تعنى امرأة أخرى .

- أعنى المرأة التى كنت عندها أمس .

- ولكنها مطلقا .

- بل على زمتى وأنا زوجها .

فغمغمت

- يا لها من كارثة .

- لم أزرك بدافع غضب أو انتقام
- ولكنى أموت أسفا وحزنا .
- لانني عليك .
- ثم بامتعض شديد .
- وما أنت الا آخر صيد لها ؟
- ماذا ؟
- مرة ومرة ومرة ، وفى كل مرة أتدخل لانقاذها من التدهور ، لانقاذ مستقبل ابنتى وابنتى ..
- يا لها من حياة . .. ولكن ..
- وتريثت مرهقا ثم عدت اتساءل
- ولم تتحمل ذلك كله ؟
- لا مفر ، انى أرفض تطبيقها رغم مطالبتها به ..
- لم ؟
- هى أم ابنتى وابنتى ، وهما فى طور المراهقة ، والطلاق يعنى لها التدهور حتى الاحتراف .
- قد تتزوج مرة أخرى .
- لم تعد أهلا لذلك .
- موقف عسير محزن .
- لذلك فانى مصمم على استردادها ، وانقاذ ما يمكن انقاذه ، ومن حسن الحظ ان حياتى فى باريس لم تضع هدرا .
- فقلت بحزن :
- ما أبغض الحياة اذا فسدت ..
- أجل ، لعلها حدثتك عنى ، وعندى أيضا ما أقوله ، ولكنى مصمم على انقاذ مايمكن انقاذه ..
- فقلت متأسفا :
- ما تصورت يوما أن أقف منك موقفى هذا .
- فلم يكثر للأسفى هذه المرة . أشعل سيجارة وراح يدخن متفكرا . بدا لى هرما متهدما . ثم نظر الى قائلا
- أنت تذكر بلاشك حياتى الماضية ؟ !

أجل أذكر . زمالته فى الجامعة . سفره الى باريس فى بعثة خاصة على
حسابه . عودته بعد عامين أو ثلاثة بلا نتيجة . انتخابه عضوا بمجلس النواب
تمتعه بحياة الأسرة والحزب والنيابة . قلت :

- طبعا أذكرها ..

فقال :

- لما قامت ثورة يوليو لم أجد تناقضا بينها وبين فكرى الحر ..

- معقول جدا ..

- عملت فى نطاقها باخلاص ولكنى اتهمت ظلما فى مؤامرة اتهم بها بعض أقطاب

الحزب فقبض على حينا ثم صودرت أملاكى ..

وجئت لا أجد ما أقوله ، فقال :

- وجدت نفسى فى الطريق متسولا .

- ولكن حرمك ذات مال .

فضحك قائلا :

- أفقر من الفقر نفسه ، لها خالة غنية ولكن لها ورشا ، ولعلها كذبت عليك

فى ذلك أيضا ..

وشملنا الصمت حينا حتى قلت

- أذلك ما أفسد حياتكما ؟

- كلا ، لقد توثبت للعمل الجدى من أول يوم ، كرست وقتى ولا أزال للترجمة

والاقتباس ، وأستعنت على النشر ببعض الزملاء القدامى المنتشرين فى الصحف

والمجلات ، غير أن أخلاقى تغيرت فى سياق المحنة ، ونشب نزاع متواصل بينى

وبينها ..

- ولكن تلك أمور طارئة يمكن معالجتها .

- كان قد فسد الأمر .

- خسارة فادحة وغير مقبولة ..

- انها حقاء ، غير جديرة بالمحافظة عليها لولا مصلحة ابنى وابنتى ..

وصمت لحظات ثم قال بنبرة اعتراف

- ضريتها مرة وأنا فريسة لجنون الغضب فلم تغفرها لى

- يؤسفنى ما صدفك من سوء حظ ..

فقال بنمرة متجددة

- انى أطلبك بقطع علاقتك بها ..
- فقلت وأنا لا أصدق بالنجاة
- طبعاً ..
- وأن تحاول اقتاعها بالرجوع الى بيتها ..
- سأبذل جهدى وفوقه ..
- فقال وهو يلوح بحركة قاطعة
- حسبنا كلام فى هذا الموضوع البغيض ..
- تنفست من الأعماق . وجعل يتذكر عهدنا القديم . وذكر فيمن ذكر الدكتور
- ابراهيم عقل وأستاذنا الدكتور ماهر عبد الكريم قال :
- لقد انقطعت عن صالونه منذ سفرى الى باريس ولكنى زرتة مرارا زيارات خاصة
- وأفكر فى الرجوع الى أتماعات الصالون ..
- وهز رأسه قائلاً :
- لقد ضاعت أراضى أسرته فى الاصلاح الزراعى ، وباع قصر المنيرة وابتاع
- فيلا فى مصر الجديدة انتقل اليها صالونه العتيـد
- أعرف ذلك فأنا من المتردين عليه بانتظام منذ عام ١٩٣٠ .
- فراح ينوه بنشاطى وتقدمى ثم قال
- انى أكدح بلا انقطاع للمحافظة على كرامتى ..
- أنت مشال طيب
- ولدى مشروعات ترجمة لاحصر لها .. كتب .. مسرحيات .. قصص سينمائية ..
- عظيم .. عظيم ..
- ولكن تلزمنى عقود مع المؤسسات الثقافية ..
- أعرض ما لديك ..
- فسكت قليلا ثم قال
- قيل لى أنه لا جدوى من العرض وحده .
- فتساءلت متباليها
- ماذا تعنى ؟
- قيل ان الوصول قد يقتضى مالا ولا مال لدى .

- لا تصدق جميع ما يقال .
- أو أن أكتب مقالات نقدية تقديرا للبارزين في المؤسسات ..
- قلت لا تصدق ..
- أنا على استعداد لتقرير أن أى بغل فيهم أعظم من أحمد شوقي ولكن المتنافسين في التقدير لم يدعوا مجالا لشخص مثلى لم يعرف كناقده من قبل ..
- فضلا عن ذلك فلست ادعيا ولا تليفزيونيا لادعواهم الى برامج أو أعرض أعمالهم ، فلم يبقى أمامى الا الطريق الطبيعى وهو كما تعلم غير طبيعى ..
- وضحك لأول مرة فشعرت بالنجاة أكثر . وحاولت تهديد ظنونيه وتشجيعه . وقام وهو يذكرنى بمطلبه الأصلى فقلت له :
- سأبذل ما فوق طاقة الانسان ..
- وقد بررت بوعودى . وما أن طرقت الموضوع حتى هتفت أمانى
- الوحش وصل اليك .
- واحترقت عيناها بنادى الغضب فذكرتها بواجبها نحو ابنها وابنتها فصاحت أنت لا تعرفه .
- فقلت :
- بل أعرفه من قديم ، ليس سيئا كما تتوهمين ، وهو خير من كثيرين ..
- كلا .. أنت لا تعرفه ..
- فأصررت على نصحتها فصاحت كفى .. لاتضطهدنى ..
- بل لى عليك عتاب ، كيف تخفين عنى علاقتك الزوجية وأنت تعلمين أنه يطاردك ؟
- فهتفت :
- لا غيرة عنده البتة .
- انه يحب ابنه وابنته ..
- بل يحب نفسه وحدها ..
- المسألة ..
- فقاطعتنى بحده
- المسألة انك لا تحبينى ..
- ثم وهى تجفف عينيها

- مات الحب فى هذه الدنيا منذ زمن بعيد ..

ثم رمتنى بنظرة عتاب وقالت

- لم تقل لى انك تحبىنى ولا مرة واحدة ، ولكنى لا ألومك ..
فقلت معتذرا

- أنت تستحقين الحب أما أنا فلم أعد أهلا له ..

- كلام .. كلام .. كلام ..

- ستجدين فى بيتك ما هو أهم .

رجعت وفى أعماقى شعور بالحرر والنجاة والندم ثم اجتاحتنى حزن عميق . وظل
احساسى حار بالرشاء يطاردنى نحو زميلى القديم عبده البيسيونى وزوجته أمانى محمد
وتوقعت أن يتصل بى ولكنه لم يفعل . وأردت أن أتصل بها لاطمئن عليها ولكنى لم
أجد فرصة ولا وسيلة . والتقيت بعد ذلك بأزمنة متفاوتة وفى أماكن مختلفة بعبده
البيسيونى فأشعرنى سلوكه بأنه يتقدم فى طريقه المرسوم بأرادته الكاحدة . وفى
عام ١٩٦٨ أو ١٩٦٩ وكنت سائرا بشارع رمسيس أمام مبنى التليفون وجدت أمانى
مقبلة نحوى على بعد خطوات .. وحركة عفوية مددت يدي فصافحتنى بلهجة
وارتباك^{*} أشعرانى بتسرعي وخطأى . وهمست معتذرا

- ان شاء الله تكونين بخير .. ؟

فأجابت وهى تضى

- الحمد لله ..

تبدت مفرطة فى البدانة والرزانة غير أن ارتباكها أقتعنى بأنها تعاني مسئولية
السيدة الملتزمة اذا ورطتها ظروف خارجة عن الارادة فى مصافحة رجل " غريب " .

نجيب محفوظ من " المرايا "

مجلة الأذاعة والتلفزيون - القاهرة

العدد ١٨٨٦ ، ص ٢٨ - ٣١

الدرس السابع والعشرون

فن العمارة الاسلامى

فن العمارة هو أحد الفنون التى نقيس بها رقى أمة أو انحطاطها ، فهو فن حضارى تنصب فيه عدة فنون وعدة مهارات . وازدهار هذا الفن فى العصور الاسلامية دليل على سمو الدرجة التى بلغتها الحضارة الاسلامية . وعلى الذوق الرفيع الذى كان يتمتع به أجدادنا . ولعمري إنه لثراث جدير بالاجلال والتقدير .

وفن العمارة الاسلامى وثيق الصلة بالزخرفة والتزيين . والعناصر التى اعتمدها الفنان فى الزخرفة منها نباتى وهندسى وخطى ، وكثيرا ما زاج بين هذه العناصر أو جعل الزخارف النباتية (أرضية) للنصوص الخطية أو حشوا بين ثنايا الزخارف الهندسية ، على أن أهم ما تتميز به هذه الزخارف فى الأغلب الأعم أنها تميل الى التجريد ، ولا تلتزم بالأشكال الطبيعية التى اقتبست منها .

فالعناصر الزخرفية الهندسية اشتملت على الدوائر المتعاسة والمتجاورة والجداول والخطوط المنكسرة والمتشابكة والاشكال الهندسية البسيطة . والعناصر الزخرفية النباتية ابتعدت عن مظهر النبات الطبيعى ، فظهرت مجردة ، بحيث لا نرى من الساق الا خطوطا والعناصر الزخرفية الخطية كان لها شأن كبير فى الزخرفة ، وقد ساعدت طبيعة الكتابة العربية على اخذها عنصرا من العناصر الزخرفية الجميلة . فعمد المسلمون الى سيقان الحروف النسخية والكوفية ومداتها ، فزينوها بوريدات والزخارف النباتية ، ووصلوا بينها بخطوط مجدولة أو منثنية ، وعمدوا الى كتابة الحروف المزخرفة الجميلة على (أرضية) من زخارف نباتية أخرى ، وابتكروا ما يسمى بالخط الكوفي المزهر أو المشجر .

ان فن العمارة الاسلامى يتميز بوحدة عامة واسعة ، على أن هذه الوحدة لم تمنع من وجود طرز اسلامية تتميز بها الأقطار الاسلامية

المختلفة فى عصور تطورها الفنى .

فالطراز الأموى ، نشأ متأثرا بالطراز المحلى فى الشام . وقد انتقل هذا الطراز الى البلاد الاسلامية ، وبخاصة شمال افريقيا والأندلس ، حيث نما وتفرع ، وكون شخصية مستقلة قائمة بذاتها . فوجد عناصره الزخرفية قريبة من الطبيعة . كما استعملت فيه الأعمدة البيزنطية مما نقله المسلمون من المباني القديمة الخربة . وكانت تكسى جدران المباني بالرخام أو الفيفساء أو تحلى بالصور الجدارية . ومن أبداع الأمثلة للعمارة فى هذا الطراز ، الجامع الأموي فى دمشق ، وجامع القيروان ، وجامع قرطبة ، وقبة الصخرة فى القدس ، وكثير من القصور والاستراحات ، فقد ترك لنا هذا العصر عددا من القصور منها قصر "المشتى" فى أريحا قرب البحر الميت .

أما الطراز العباسى فقد تأثر بالأساليب السائدة فى العراق قبل الاسلام ، واستعمل البنائون الأجور عيوضا عن الحجر كما أكثروا من بناء الأكتاف والدعائم بدلا من الأعمدة ، وشيدت على يد العباسيين مدينتان جديدتان هما بغداد وسامرا . ويمتاز الطراز العباسى بتغطية الجدران بالجص المزخرف بزخارف متعددة الأشكال ، بدأت قريبة من الطبيعة ثم أخذت فى الابتعاد عنها بالتدريج الى أن فقدت الصلة بمصادرها الطبيعية .

والطراز المغربي فى المغرب والأندلس ، خلف لنا قصر الحمراء بقرطبة ويمتاز بجمال مبانيه ، ورشاقة أعمدته ذات التيجان المزخرفة بالمقرنسات (١) والجدران المغطاة بشبكة من الزخارف الجصية والكتابات الجميلة .

والطراز الفاطمى فى مصر والشام امتاز بكثرة رسم الورقة التى تسمى الورقة الفاطمية لكثرة ظهورها فى زخارفهم . وقد أقبلوا على استعمال العقود الفارسي كما ظهر المجاز المرتفع فى المسجد . والمدخل التذكاري الضخم المحلى بالزخارف المحفورة فى الحجر . وتمّ المزيج فى العصر الفاطمى بين العناصر المعمارية المغربية ، والعناصر المعمارية العباسية ، فاستعملت الأكتاف

(١) المقرنسات : جمع مقرنس . والسقف أو البيت المقرنس ، مازين بخوارج منه ذات تدريج متناسب .

المبنية من الطوب المشوي وكسيت بطبقة الجص الغنية بالزخارف النباتية والخطية ، كما استعملت القباب فوق الأضرحة . ومن أهم العماير الجامع الأزهر وجامع الأقمر وأبواب سور القاهرة .

وقد أمتاز العصر الأيوبي بالعماير الحربية كالقلعة . ذلك لأن هذا العصر كان عصر حروب وجهاد ضد الصليبيين وأبدع فيه الفنانون في الزخارف الهندسية .

والعصر المملوكي من أزهى العصور الفنية في مصر والشام ، حيث كثرت المساجد التي استعمل فيها الرخام الملون والفسيساء والمقرنسات والمآذن العالية الرشيقة .

والطراز التركي امتاز بأنه كان ملقى تيارات ثلاثة : تيار بيزنطي ، وتيار إيراني ، وتيار أوربي . وتمتاز مساجد الطراز التركي بمآذنها المشوقة المتعددة ، وتصميمها الذي يتكون من مربع كبير تعلوه قبة عظيمة تحيط بها أنصاف قباب صغيرة .

والطراز الهندي أقرب الطُّرز الى الفن الفارسي ، تمتاز العماير الهندية باستخدام العقود الفارسية والمآذن الأسطوانية والقباب البصلية والزخارف الدقيقة .

وأهم العناصر المعمارية الاسلامية : المآذن والقباب والعقود والأعمدة .

كانت المساجد بغير مآذن ، ثم استعملت للمآذن ، وتفنن المسلمون في بنائها ، حتى أصبح لكل اقليم طراز خاص من المآذن ينسب اليه . أما المآذن التي على شكل البرج فقد انتشرت في شمال افريقيا والأندلس ، وفي مصر أصبحت تبدأ بمربع ، ثم يتطور الى مثلث ، ثم يتحول الى شكل أسطوانتي يحمل خوذة محمولة على أعمدة . والمئذنة في الطراز التركي مستديرة تنتهي في أعلاها بمخروط مدبب ، أما مآذن ايران فعلى شكل اسطوانة رشيقة ليس لها دورة للمؤذن وتنتهي في أعلاها بردهة تقوم على مقرنسات وتكسب المئذنة شكل المنارة .

والقباب عرفت في العراق القديم ومصر ، وتمتاز القبة في الطراز المصري بارتفاعها وتناسق أبعادها ، وزخرفة سطحها برخارف متعددة ومنوعة .

أما القبة فى الطراز التركى فهى على شكل نصف كرة. وفى ايران أخذت شكلا بصليا وتغطى ببلاطات من القاشانى (١) .

والعقود التى استعملها المسلمون أنواع مختلفة ، منها العقد نصف الدائري المرتد أو نصف الدائري المدبب وتأخذ شكل حذوة الحصان . والعقد الفارسي عقد منخفض يتكون من خطين مستقيمين يتقابلان فى أعلى بزواوية منفرجة يتقوس طرفاهما الى الأسفل عند ارتكازهما على كتفي الحائط . أما العقد المقرنس فهو عقد مثلث الشكل أو مدبب مزخرف باطنه بالمقرنس المكون من الدلايات (٢) الصغيرة ، ويوجد هذا النوع فى الأندلس والمغرب . وقد انتشر فيهما عقد آخر يسمى العقد ذا الفصوص ، وهو عقد مكون من ثلاثة عقود صغيرة ، أما العقد المسنن فيتكون من جملة عقود صغيرة يتكون من أطرافها ما يشبه الأسنان يتحلّى بها العقد .

والأعمدة التى استعملها المسلمون فى مبانيهم فى العصر الأول أعمدة منقولة من المباني الرومانية القديمة ، ثم أبدع المسلمون أنواعا جديدة ، منها الأسطوانى والمُشَمَّن ، ويتجانها تشبه زهرة الرمان عند تكوينها للثمرة ، وبعضها يشبه القلعة .

وفى الأندلس ابتكر الفنانون عمودا له تاج أسطوانى يعلوه كتلة مزخرفة بأشكال نباتية ، وفى بعض الأحيان يضم عمودان يحملان تاجين ملتصقين كما فى صحن السباع بقصر الحمراء ، ويوجد عمود له تاج على شكل هرم ناقص مقلوب زخرفت جوانبه بالمقرنسات .

هذه عجالة لاتفي بحق هذا التراث الرائع من وصف وتقدير ، وحسبها أنها تضع بين أيدينا أبواب معرفة نستلهم منها الثقة بقدراتنا الحضارية ، وأعمالنا فى تحقيق رفاهية الانسانية .

القراءة العربية للصّف الثاني الثانوى - قطر ١٩٦٧

(١) فخار أبيض يشبه (الصينى) .

(٢) الدلايات : جمع دلابة وهى ما يتدلى من الزخارف .

الدرس الثامن والعشرون
نصوص من الأدب العربي القديم

١ - من الأحاديث النبوية

- إنما الأعمال بالنيات ، وإنما لكل امرئ ما نوى .
- مَنْ مَاتَ لَا يَشْرِكُ بِاللَّهِ شَيْئًا دَخَلَ الْجَنَّةَ .
- لَا إِيْمَانَ لِمَنْ لَا أَمَانَةَ لَهُ ، وَلَا دِينَ لِمَنْ لَا عَهْدَ لَهُ .
- النَّاسُ سَوَاسِيَةٌ كَأَسْتَنَانِ الْمَشْطِ .
- مِنْ حُسْنِ إِسْلَامِ الْمَرْءِ تَرْكُهُ مَا لَا يَعْنِيهِ .
- لَيْسَ مِنْهَا مَنْ لَمْ يُوقِّرْ كِبَرَنَا وَيَرْحَمْ صَغِيرَنَا وَيَعْرِفَ لِعَالِمِنَا حَقَّهُ .

٢ - الطبيب الجاهل

زعموا أنه كان في بعض المدن ، طبيب له رفق (١) وعلم ، وكان ذا فطنة
فيما يجري على يده من المعالجات ، فكبر ذلك الطبيب ، وضعف بصره . وكان
ملك تلك المدينة ابن وحيد ، فأصابه مرض ، فجىء بهذا الطبيب ، فلما حضر
سأل الفتى عن وجعه وما يجد ، فأخبره ، فعرف داءه ودواءه وقال : لو كنت
أبصر لجمعت الأخلاط (٢) ، على معرفتي بأجناسها ، ولا أشق في ذلك بأحد
غيري . وكان في المدينة رجل جاهل ، فبلغه الخبر ، فأتاهم ، وادعى
علم الطب ، وأعلمهم أنه خبير بمعرفة أخلاط الأدوية والعقاقير (٣) ، عارفاً

١ - الرفق : اللطف

٢ - الاخلاط : الأدوية المركبة من اجزاء .

٣ - العقاقير : ما يتداوى به من النباتات .

بطبائع الأدوية المركبة والمفردة . فأمر الملك أن يدخل خزانة الأدوية
فيأخذ من أخلاط الدواء حاجته . فلما دخل الجاهل الخزانة ، وعرضت
عليه الأدوية ، ولا يدري ما هي ، ولا له بها معرفة ، أخذ ، فى جملة
ما أخذ منها ، صرة فيها سم قاتل لوقتته ، ودافه (١) بالأدوية ،
ولا علم له به ، ولا معرفة عنده بجنسه ، فلما تمت اخلاط الأدوية سقى
الفتى منه ، فمات لوقتته . فلما عرف الملك ذلك دعا بالجاهل ، فسقاه
من ذلك الدواء ، فمات من ساعتته .

١ - راف : خلط .

لويس شيخو " الجاني الحديث " ج ٤ (بيروت : ١٩٤٩)

ص ١٨ - ١٩

٣ - نادر المعلمين

ابو عثمان الجاحظ (٧٧٥ - ٨٦٨)

المعلم العاشق

عمرت يوما على معلم كتاب فوجدته فى هيئة حسنة وقماش مليح ، فقام السى
وأجلسني معه ، ففأنتحته فى القرآن فان هو ماهر ، ففأنتحته فى شىء من
النحو فوجدته ماهرا ، ثم اشعار العرب واللغة فانما به كامل فى جميع ما
يراد منه . فقلت قد وجب تقطيع دفتر المعلمين . وكنت كل قليل اتفقده
وازره . فأتييت بعض الأيام الى زيارته فوجدت الكتاب مغلقا ، فسألت جيرانه
فقالوا : مات عنده ميت . فقلت أروح أعزيه . فجئت الى بابته فطرقتة فخرجت
الى جارية وقالت : ما تريد ؟ قلت : مولاك . فقالت : مولاي جالس وحده
فى العزاء ، ما يعطى لاحد الطريق . قلت : قولى له صديقك فلان
يطلب ان يعزيك . فدخلت وخرجت وقالت : بسم الله فعمرت اليه فانما هو
جالس وحده فقلت : اعظم الله اجرک ، لقد كان لكم فى رسول الله أسوة

حسنة ، وهذا سبيل لا بد منه فعليك بالصبر . ثم قلت : أهذا الذى توفى
لدىك ؟ قال : لا . قلت : فأخوك ؟ قال : لا . قلت : فمن ؟ .. قال :
حبيبتي . فقلت فى نفسى : هذه أولى المناجس . وقلت له : سبحان الله ،
تجد غيرها وتقع عينك على أحسن منها . فقال : كأنى بك وقد ظننت اننى
رأيتها . فقلت فى نفسى : هذه منجسة ثانية . ثم قلت : وكيف عشقت من
لا رأيته ؟ فقال : اعلم انى كنت جالسا واذا رجل عابر يفنى وهو يقول :

يا أم عمرو جزاك الله مكرمة

ردى علىّ فؤادى أينما كانا

فقلت فى نفسى : لولا ان أم عمرو هذه ما فى الدنيا مثلها ما كان الشعراء
يتغزلون بها . فلما كان بعد يومين عر على ذلك الرجل وهو يفنى ويقول :

إذا ذهب الحمار بأم عمرو فلا رجعت ولا رجع الحمار

فعلمت انها ماتت ، فحزنت عليها وقعدت فى العزاء منذ ثلاثة أيام . فقال
الجاحظ : فعادت عزيمتى وقويت على كتابة الدفتر لحكاية أم عمرو .

جميل جبر " نَوَادِرُ الْجَاحِظ " (بيروت ، ١٩٦٣)

ص ٨٢ - ٨٣

٤ - حول ترجمة الشعر

للجاحظ

قال الجاحظ " والشعر لا استطاع أن يترجم . ولا يجوز عليه النقل . ومتى حول
تقطع نظمه ويطل وزنه . وذهب حسنه وسقط موضع التعجب ، (لا) كالكلام
المنشور . والكلام المنشور المبتدأ على ذلك أحسن وأوقع من المنشور (الذى تحول
من) موزون الشعر . "

وقد نقلت كتب الهند ، وترجمت حكم اليونانية . وحولت آداب الفرس ، فبعضها

ازداد حسنا ، وبعضها ما انتقص شيئا ، ولو حولت حكمة العرب ، لبطل ذلك المعجز الذى هو الوزن ، مع أنهم لو حولوها لم يجدوا فى معانيها شيئا لم تذكره العجم فى كتبهم ، التى وضعت لمعاشهم وفطنهم وحكمهم . وقد نقلت هذه الكتب من أمة الى أمة ، ومن قرن الى قرن ، ومن لسان الى لسان ، حتى انتهت اليها ، وكنا آخر من ورثها ونظر فيها . فقد صرح أن الكتب أبلغ فى تقييد المآثر ، من البنيان والشعر . ”

شروط الترجمان

للجاحظ

ولا بد للترجمان من أن يكون بيانه فى نفس الترجمة ، فى وزن علمه فى نفس المعرفة ، وينبغى أن يكون أعلم الناس باللغة المنقولة والمنقول اليها ، حتى يكون فيهما سواء غاية . ومتى وجدناه أيضا قد تكلم بلسانين ، علمنا أنه قد أدخل الضم عليهما ، لأن كل واحدة من اللغتين تجذب الأخرى وتأخذ منها ، وتعتز عليهما . وكيف يكون تمكن اللسان منهما مجتمعين فيه ، كتتمكنه اذا انفرد بالواحدة ، وانما له قوة واحدة ، فان تكلم بلغة واحدة استفوت تلك القوة عليهما . وكذلك ان تكلم بأكثر من لغتين ، على حساب ذلك تكون الترجمة لجميع اللغات . وكلما كان الباب من العلم أعسر وأضيق ، والعلماء به أقل ، كان أشد على المترجم ، وأجدر أن يخطئ فيه . ولن تجد ألبتة مترجما يفى بواحد من هؤلاء العلماء .

عن كتاب ” الحيوان ” للجاحظ

ج ١ (القاهرة ، ١٩٦٥)

ص ٧٤ - ٧٧

من مقدمة كتاب الشعر والشعراء

لعبدالله بن مسلم بن قتيبة

٨٢٨ - ٨٨٩

ولم أقصد فيما ذكرته من شعر كل شاعر ، مختارا له سبيل من قلد ،
أو استحسنا باستحسان غيره ، ولا نظرت الى المتقدم منهم بعين الجلالة لتقدمه
ولا الى المتأخر بعين الاحتقار لتأخره ، بل نظرت بعين العدل الى الفريقين
وأعطيت كلا حقه ووفرت عليه حظه . فانى رأيت من علمائنا من يستجيد
الشعر السخيف لتقدم قائله ، ويضعه موضع مخبره ، ويرذل الشعر الرصين
ولا عيب له عنده الا أنه قيل فى زمانه ورأى قائله . ولم يقصر الله الشعر
والعلم والبلاغة على زمن دون زمن ، ولا خص به قوما دون قوم ، بل جعل
ذلك مشتركا مقسوما بين عباده ، وجعل كل قديم حديثا فى عصره ، وكل
شريف خارجيا فى أوله . فقد كان جرير ، والفَرَزْدَقُ والأَخْطَلُ يعدون محدثين ،
وكان ابو عمرو بن العلاء يقول : قد نبغ هذا المحدث وحسن ، حتى لقد
هممت بروايته ، ثم صار هؤلاء قدماء عندنا بعد العهد منهم ، وكذلك
يكون من بعدهم لمن بعدنا : كالخَزِيعِي ، والعتَابِي ، والحسن بن هانئ
فكل من أتى بحسن ، من قول أو فعل ، ذكرناه له ، وأثنينا عليه به
ولم يضعه عندنا تأخر قائله ، ولا حداثة سنه ، كما ان الردى ، اذا
ورد علينا للمتقدم أو الشريف ، لم يرفعه عندنا شرف صاحبه ولا تقدمه .

عن " المجانى الحديثه " (لوييس شيخو)

ج ٤ (بسروت : ١٩٤٩)

ص ١٠٥

الدرس التاسع والعشرون

١ . العلم أمل العرب فى غد أفضل

المهندس عبد اللطيف كشلى

إذا كانت الفلسفة تعتبر فى العصور الماضية أمّ المعرفة فقد أصبح العلم اليوم سيد المعرفة . فالمعقل هو ميزة الانسان الذى ارتقى بها عن سائر الكائنات الحية الاخرى ، لان المقدرة على التفكير أخذت منابعها من العقل ، بينما وقف الحيوان عاجزا عن كسب هذه المقدرة .

التاريخ قديمه وحديثه يثبت أن الأمم والشعوب اكتسبت أسباب المتعة والرفاهية عندما كانت أكثر من غيرها تفوقا وتقدما فى ميدان العلوم . وأمة العرب فى أوج عزها وازدهارها كانت أكثر الأمم فى عصرها محبة للعلم وللعلماء ، وأكثرها تقديرا وتكريما لهم . والتاريخ يشهد للعرب بفضلهم على الانسانية ، ان أنهم حفظوا التراث العلمى للأمم التى سبقتهم ، وسلموه أكثر غزارة وخصبا الى الأمم التى برزت بعد أفول نجمهم . والمصادر العلمية سجلت للعرب اكتشاف أهم عملية فى حقل الكيمياء ، وهى عملية التقطير ويعود تاريخ اكتشافها للقرن الخامس الميلادى ، وعن طريقها كان العرب أول من حصل على الكحول والاشمات .

ليس هدف هذا المقال البكاء على الاطلال ، انما التأكيد على أن الحال الوحيد الذى يضمن للعرب أسباب القوة والرفاهية هو الأخذ بأساليب العلم الحديث . فغنى عن البيان أن مقدار رفاهية الدول المتقدمة صناعيا منوط بكثرة علمائها ومهندسيها واختصاصيها من حملة الشهادات العليا والكفاءات الممتازة بقدر ما تشكو مع الأسف من قلة الاهتمام بهم ، بل من اضطهادهم والعمل على تحطيم معنوياتهم وتشريدتهم . ومن النظرة الخاطئة اليهم ، السقى مردها ان بهم وسدونهم فالتقدم ثابت لا يتغير .

لقد ظهرت ، منذ عدة سنوات ، فى لبنان وغيره من البلاد العربية ، عدة أفكار ونداءات تدعو الى ضرورة انشاء جمعيات ومراكز أبحاث علمية عربية فى كل بلد عربى ، تتيح لعلمائنا ، ومهندسينا امكانية دراسة ثروات العرب الهائلة

والعمل على الاستفادة منها على أوسع نطاق علمي ممكن . وبالإضافة إلى تلك المراكز العلمية في كل بلد عربي ، هناك ضرورة ماسة لإنشاء مركزين علميين على الصعيد العربي العام وهما :

أ - مؤسسة الأبحاث العلمية العربية :

لقد دلت الإحصاءات التي قام بها الاستاذ يوسف مروه مؤسس الجمعية اللبنانية للأبحاث العلمية ، عن وجود ٣٤٨٤ عالما عربيا من مختلف البلاد العربية ، من المختصين في شتى فروع العلوم الطبيعية من رياضية وفيزيائية وكيميائية وجيولوجية وغيرها . وقد يتبادر إلى ذهن القارئ أن هذا الرقم مبالغ فيه ، إذ يقدم هذا العدد الضخم من العلماء سيلا من الاختراعات ، ويحدث ضجة علمية تزداد صداها محافل العلم الدولية . فإذا كان الواقع الحالي لا يشهد بذلك فمرده سببان :

أولا : علماؤنا لا يقومون بأي بحث علمي أو علمي منتج ، لأنهم في موضع غير الذي يجب أن يكونوا فيه . فهم يقومون بأعمال إدارية بحتة اضطروا قبولها والاندفاع لروتينها البغيض ، لعدم وجود المراكز والمختبرات العلمية المناسبة لاختصاصاتهم .

ثانيا : عدم وجود مؤسسة أبحاث علمية عربية عليا تقرب فيما بينهم وتنسق مجهوداتهم ، بحيث تتوحد امكانياتهم العلمية لصالح دعم المجهود العربي للتقدم الصناعي والزراعي والعسكري .

أن المهمات المطلوبة من مؤسسة كهذه يمكن تلخيصها كما يلي :

أولا : توحيد جهود وأبحاث ونشاطات العلماء العرب في جميع ميادين الاختصاص .
ثانيا : تنسيق التعاون بين الصناعيين المدنيين والعسكرية ، كذلك تنسيق التعاون بين الخبراء المدنيين والعسكريين في سبيل تطوير الأسلحة العربية وأجهزتها المختلفة .

ثالثا : توحيد طرق وأساليب وأجهزة وإشارات وقوانين الدفاع المدني العربي .

ب - مؤسسة الطاقة الذرية العربية :

رب قائل يقول أن مؤسسة كهذه ستستنزف كثيرا من الأموال الضرورية للميادين

الاجتماعية الاخرى . هذا صحيح ، ولكن وجود العدو الصهيونى الذى ابتلينا به فى فلسطين المحتلة ، يجعلنا مضطرين لمجاراته فى ميدان الذرة . ولا يخفى عن الازهان الدلائل التى تؤكد ان العدو ماض فى أبحاثه الذرية ، وأمله فى الحصول على سلاح ذرى لم يعهد بعيد المنال . فانشاء مؤسسة للطاقة الذرية العربية أمر يقتضيه الدفاع عن وجود هذه الأمة المهددة بخطر التوسع الصهيونى ، الذى لا يشك بأمره أى عرسى .

أن المهمات المطلوبة من هذه المؤسسة يمكن تلخيصها كما يلى :

أولا : القيام بمسح جيوفيزيائى للمعادن المشعة " البورانيوم والتوريوم " فى الارض العربية . وتطوير استغلال البورانيوم الذى كشفت عنه الدراسات الجيوفيزيائية فى السنوات الأخيرة فى الارض العربية مثل تيمجاوين وفراجيبلا " الجزائر " ونوسكور " المغرب " والصخرة " تونس " والصواوين الغربية وجبل سعيد " السعودية " .

ثانيا : انشاء عدة مراكز ومختبرات للأبحاث الذرية فى البلدان العربية ، وتجهيز مركز واحد على الأقل للتجارب الذرية " المركز الموجود فى رانغان فى الصحراء الجزائرية " .

ثالثا : الاستفادة من جميع الامكانيات المتوفرة فى المؤسسات والمنظمات الدولية كالانسكو والوكالة الدولية للطاقة الذرية وسواها فى سبيل تطوير التجهيز الذرى العربى ، تماما كما تفعل اسرائيل .

رابعا : انشاء عدة مراكز ومحطات لمراقبة الاشعاعات النووية فى الماء والهواء والترسة ، واتخاذ الاحتياطات الضرورية للحماية ضد أخطار تلك الاشعاعات .

أن تكاليف مثل هذه المؤسسات ليست تكاليف خيالية كما يتصورها البعض . فبناء وتجهيز مركز أبحاث علمى محترم يضم الاقسام الرئيسية التالية : التكنولوجيا الكيميائية التكنولوجيا الزراعية ، المائيات ، الفيزياء الارضية ، الكيمياء الارضية ، الكيمياء البترولية ، الجيولوجيا المائية ، الكيمياء المائية ، دراسة خصائص التربة ، المناخيات ، والنظائر المشعة . بالاضافة الى الاقسام الثانوية التالية :

التصوير ، الطبع والاخراج ، الرسم الصناعى والهندسى واخيرا المكتبة ، لا تتعدى كلفة بناء وتجهيز هذا المركز ١٥ مليون ليرة لبنانية " راجع منشورات الاستاذ يوسف مروه " مبلغ لا تعجز عن تأمينه أية دولة عربية ثمتا لخلاصها من طور الاستجداء العلمى وما ينتج عنه من التبعية المذلة ، الى طور العطاء العلمى وما يوفره من متعة ورفاهية وكرامة .

مَجَلَّةُ الْعُلُوم - العدد السادس

السنة الثالثة عشره - حزيران ١٩٦٨

دار العلم للملايين - بيروت

٠٢ التعاون العلمى بين العلماء والباحثين فى الوطن العربى

ان التعاون العلمى بين العلماء والباحثين فى العالم العربى عنصر أساسى فى نهضة العلم . ولا يمكن للبلاذ أن تتقدم ولا أن يرقى مستواها المادى والاجتماعى الا على أسس سليمة علمية من التعاون والاتصال . ولقد دلت بعض المؤتمرات العلمية التى عقدت فى السنوات الأخيرة على وعى علمى فى العالم العربى . وكانت مظهرا لوجدان جديد عند العرب نحو التطور وفهم التطور فى الحضارة ، كما أنها تنبيه للشعوب العربية بأن العلم هو القوة الفعالة التى تنقل العرب الى آفاق جديدة ، التى تحررهم من الماضى ومقاييسه ومن الفقر والمرض والجهل والخوف . ذلك أن العلم هو طريق الرخاء والصحة الى الحياة وهو فن القوة بجميع معانيها .

وكانت توافى أكثر المؤتمرات الثقافية والعلمية التى عقدت فى البلاد العربية تتركز فى الدعوة الى تعاون العلماء والباحثين بحيث يمكن توجيه خبراتهم ومعارفهم وقوة العلم فى خدمة المجتمع وعلى أساس حاجاته وتوزيعها فى نواحي الحياة .

لقد بدأ العرب يدركون أن العلم لا يكون حيا وقويا اذا لم يدخل الحياة العملية ويسخر للإصلاح والتوجيه والبناء . ولا يكون أصيلا الا اذا استمد مواضيع بحثه من نفس المجتمع ودخل فى صميم حياته وأدى الى التقدم والنمو ، وأنه لا قيمة لكفاح العلماء ولا لتعاونهم اذا لم يثمر أعمالا ولا حياة لجهدهم اذا لم يقيم على

أساس تطوير المجتمع وتقدمه .

ولقد شهدت أكثر المؤتمرات العلمية وساهمت فى أعمالها وان الواجب يدفعنى الى القول ان هذه المؤتمرات قد كشفت قابليات علماء العرب التى ليست الا امتدادا لتلك القابليات التى أسهمت فى تقدم العلم وأقامت حضارة استمدت منها الحضارة الحالية عناصر وجودها وقوتها . وبدأنا نرى ثمار القابليات والتعاون فى الجمهورية العربية فى المعامل والمصانع وفى ميادين البحث والتخطيط والاقتصاد والاجتماع .

وفى البلاد العربية طاقات كامنة وامكانات عريضة وشروات دفيئة ، وهذه كلها تحتاج الى اطلاق القابليات واستخدامها فى الأغراض التى تؤدى الى خير العرب وليس كالعلم والتعاون فى مجاله وسيلة فعالة لاطلاقها وتسخيرها فى ميادين الخير المشترك والارتقاء الانسانى .

لقد حققت بعض المؤتمرات الكثير من الاتصال والتعاون بين المشتغلين بالعلم فى سائر البلاد العربية ، والذى نأمله ونرجوه أن تتحسن أوجه الاتصال العلمى بين البلاد العربية وأن يعاد تنظيم المؤسسات العلمية داخل كل دولة على أسس سليمة بحيث يزداد الاتصال وشوقا بين العلماء ويتضاعف التعاون العلمى وتستفيد البلاد من خبرات علمائها ومن تبادل هذه الخبرات مما يؤدى الى خير وتقدم يعمان العرب جميعهم فى سائر ديارهم .

ان الامكانات فى بعض البلاد العربية ينقصها العلم والأسلوب العلمى والعقلية العلمية ، ولكننا أمل بأن يؤدى التعاون والاتصال بين العلماء والباحثين الى تنظيم البحث العلمى واتساع مداه بحيث يمكن السيطرة على البترول والمعادن والثروات سيطرة نافعة للعرب تنقلهم من الفاقة الى الرخاء وترفع من مستواهم المادى والاجتماعى .

ومما يبعث على التفاؤل أن نرى علماء العرب فى كل مكان قد أصبحوا يدركون أنه لا يمكن للشعوب العربية أن تعيش الا بالعلم ولا أن يضمنوا الحرية والكرامة والتقدم لها الا اذا سلكوا طريق العلم ومزجوا العلم بالحياة وتعاونوا فى هذا السبيل .

وانى لعلنى يقين بأن التعاون بين المشتغلين بالعلم والباحثين اذا قام على

أسس منظمة وسليمة سيمهد الى ايجاد جيل يؤمن بالعلم ويقاوم الاستعمار والرجعية بالعلم ويندفع فى العمل على تقدم الشعوب العربية بالتعاون العلمى وبالعلم وتطبيقاته .

فلا خلاص للعرب الا اذا تعاون علماءهم وعملوا على تكتيل خبراتهم وطبقوها فى جميع مرافق الحياة .

ولا حياة لهم الا اذا جعلوا من العلم سبيلا الى الناس وخير الناس .

وهذا يمكن تزويد الشعوب العربية بأدوات التحرر من الفقر والمرض والجهل والخوف .

وهذا تقاوم الشعوب العربية الاستعمار والرجعية وتضمن الحرية والعيش الكريم .

وهذا نمهد لقابليات علمائنا أن تتفاعل وأن تثمر وتبدع وتسهم فى الارتقاء الانسانى وخدمة الحضارة .

ج . ع . م . المجلس الأعلى لرعاية الفنون والآداب والعلوم الاجتماعية

أسس التربية فى الوطن العربى

(القاهرة : ١٩٦٥)

الدرس الثلاثون

٠١ نعمة

مثل حمامة تسير على الأرض فى هدوء ، ثم تقفز بين لحظة وأخرى قفزات قصيرة .. قفزت " نعمة " من فوق الرصيف وبها رغبة نابغة فى لحظتها من قلبها ، لتسير وسط الطريق . وكان والدها عنها لاه بحديث مع صاحبه ، ولكن قلبه كان يسير الى جانبها .. أوه يا لقلبه ، كيف يتركها تنزل بعيدا عن الرصيف والشارع تمرق فيه العربات فى سرعة ، والرجال يهرولون فى غير انتباه وغيونهم مشدودة الى بعيد .

ونعمة تستطلع كل ذلك فى انتباه ، فالعالم حولها ما زال غريبا بالنسبة لما تعودته فى البيت ، فهى مازالت لم تتعود سوى غرفتها التى ترقد فيها وحدها ، ولعبها الكثيرة المنتشرة حولها .. والنافذة ، وغرفة الطعام ، وغرفة نوم والديها ، التى يملأها سرير كبير .. وصيحات أمها تأتيتها دائما من جوانب البيت ، وغالبا ما تعاكسها " نعمة " عندما تريد أن تعرف شيئا .. وكل ما ارادت معرفته هو تلك الأشياء التى تملأ المطبخ ، والذى حرم عليها أن تمس أكثرها . هناك نار .. وهنا أرفف ، وهذه " وحشة " .. وتلك لا يستعملها الا الكبار .

أوه متى تكبر .. لتعرف .

كثيرا ما ردت ذلك لنفسها ، والنظرات حولها مدهشة ، ونظراتها أشد اندهاشا لهذه النظرات المستفربة .

ولم تسكت على ذلك ، فلا بد أن تعرف كل ما حولها ، بل لابد ان تعرف الأشياء خارج البيت ، وتعلقت برغبة ابوها :

- باه .. نخرج معاك ؟
- لا .. أنا مشغول .. أنا عندى عمل .
- أعمل معاك ..

- لا تقدرى !

- أقدر والله .. يا بابا .

- صحيح !

- صحيح ..

وضحك الرجل ، ولم يتمالك نفسه من أن يضمها ويقلبها ، ويعبث فى شعرها المتناثر ، ويخضع لرغبتها الطفلية العنيدة ، ويأخذها معه عندما يخرج .

ونسي أنها معه .. تسير الى جانبه ، ونسي أنها ما زالت لم تعرف الشارع ، وغرق فى ضجيج الشارع حوله .. والحياة وقد استغرقت كل شئ فصار هناك كل شئ متحرك .. حركات متشابكة متداخلة .

وانتبه الرجل على صوت انزلاق اطارات سيارة توقفت فجأة ، وصرخ .. ثم جرى مندفعاً ، وقد غامت عيناه ، وقفز قلبه الى فمه ، وسقط ما كان يحملـه فى يده .

- ياه .. نعمة !

كانت الصغيرة تسير فى منتصف الشارع هادئة منطلقة ، باحثة بعينيها فى استغراب جديد تملكها فجأة عن معانى ما يدور حولها ، فالمعرفة لا بد منها . وفى لحظة كان أبوها يرفعها الى صدره ، وأنفاسه تملأ الفراغ كله ، وعيناه تتلميان الصغيرة العنيدة .

- لم يحدث شئ .. الحمد لله .

وغاب عن ذهنه شئ .. ان لا بد لمحاولة المعرفة من مجهود ، وانتقال فجائى من حالة الى حالة ..

واشارت الصغيرة فى هدوء الى الرصيف الآخر للشارع حيث كان يلعب جمـع من الأطفال :

- بابا .. نمشى هناك .. ألعب معهم .

عَبْدُ اللَّهِ الْقَوَيْتِي - " العيد فى الأرض " - ص ٧٠ - ٧٢

- ٥٠٤ - (بيروت : ١٩٦٣)

٠٢ نظـرة

كان غريبا أن تسأل طفلة صغيرة مثلها انسانا كبيرا مثلى لا تعرفه فى بساطة وسراة أن يعدل من وضع ما تحمله ، وكان ما تحمله معقدا حقا . فوق رأسها تستقر " صينية بطاطس بالفرن " . وفوق هذه الصينية الصغيرة يستوى حوض واسع من الصاج مفروش بالفظائر المخبوزة . وكان الحوض قد انزلق رغم قبضتها الدقيقة التى استماتت عليه حتى أصبح ما تحمله كله مهددا بالسقوط .

ولم تطل دهشتى وأنا احديق فى الطفلة الصغيرة الحمرى ، وأسرعت لانقاذ الحمل . وتلمست سبلا كثيرة وأنا أسوى الصينية فيميل الحوض ، وأعدل من وضع الصاج فتميل الصينية ، ثم أضيظهما معا فيميل رأسها هي . ولكنى نجحت أخيرا فى تثبيت الحمل ، وزيادة فى الاطمئنان ، نصحتها أن تعود الى الفرن وكان قريبا ، حيث تترك الصاج وتعود فتأخذه .

ولست أدري ما دار فى رأسها فما كنت أرى لها رأسا وقد حجبته الحمل ... كل ما حدث أنها انتظرت قليلا لتتأكد من قبضتها ثم مضت وهى تغغمم بكلام كثير لم تلتقط أنسى منه الا كلمة (ستى) ...

ولم أحول عينى عنها وهى تخترق الشارع العريض المزدهم بالسيارات ، ولا عن شوبها القديم الواسع المهلهل الذى يشبه قطعة القماش التى ينظف بها الفرن ، أو حتى عن رجليها اللتين كانتا تطلان من زيله الممزق كسمارين رفيعين .

وراقبتها فى عجب وهى تنشب قدميها العاريتين كمخالب الكنكوت فى الأرض وتهتز وهى تتحرك ثم تنظر هنا وهناك بالفتحات الصغيرة الداكنة السوداء فى وجهها ، وتخطو خطوات ثابتة قليلة وقد تتمايل بعض الشئ ، ولكنها سرعان ما تستأنف المضي .

راقبتها طويلا حتى امتصتني كل دقيقة من حركاتها ، فقد كنت أتوقع فى كل ثانية أن تحدث الكارثة .

وأخيرا استطاعت الخادمة الطفلة أن تخترق الشارع المزدهم فى ببطء كحكمة الكبار .

واستأنفت سيرها على الجانب الآخر وقبل أن تختفى ، شاهدتها تتوقف
ولا تتحرك .

وكادت عربة تدهمنى وأنا أسرع لانقاذها . وحين وصلت كان كل شىء
على ما يرام ، والحوض والصينية فى أتم اعتدال أما هى فكانت واقفة فى ثبات
تتفرج ، ووجهها المنكمش الأسمر يتابع كرة من المطاط يتقاذفها أطفال فى
مثل حجمها ، وأكبر منها ، وهم يهللون ويصرخون ويضحكون .

ولم تلحظنى ، ولم تتوقف كثيرا ، فمن جديد راحت مخالبتها الدقيقة تمضى
بها . وقبل أن تنحرف ، أستدارت على مهل ، وأستدار الحمل معها ، وألقت
على الكرة والأطفال نظرة طويلة .

ثم أبتلعها الحارة .

يوسف ادريس - أرخص ليالى - (القاهرة ١٩٦٠)

٠٣ . كاتبات من المغرب

باحثة الحاضرة (المغرب)

انتشر اسم " باحثة الحاضرة " فى الصحف المغربية ، وعرفت بمقالاتها منذ
وقت بعيد ، فقد نشرت لها مجلة رسالة المغرب عددا من المقالات بدأتها
عام ١٩٣٥ ، وقد تناولت هذه الأبحاث موقف المرأة من مختلف قضايا الفكر
والحياة ، وفى سنوات متعددة الى ١٩٥٢ قرأنا لها عن الزواج المبكر والتعليم
الفتاة والموسيقى (١) الخ .

وباحثة الحاضرة هى السيدة " ملكة الفاسى " من هذه الأسرة العريقة التى عرفت
بالفضل فى ميدان العلم والفكر . يقول عبد الكريم غلاب رئيس تحرير جريدة العلم
من مقالاتها الزواج المبكر (يونيو ١٩٥٢) الفتاة المغربية بين مراحل التعليم
(ابريل ١٩٥٢) الموسيقى والمرأة المغربية (ديسمبر ١٩٤٧) .

المغربية فى ترجمة قصيرة لها (٢) : انها واكبت التاريخ العلمى لهذه البلاد منذ عدة قرون فكان منها العلماء والقضاة والأدباء والسياسيون . وهى فى حدود الخامسة والأربعين من عمرها تعلمت على يد والدها وزوجها الأستاذ محمد الفاسى عميد جامعة الرباط ، وكانت مدارس الفتيات معدومة فى المغرب تقريبا الا مدارس القرآن التقليدية وقد دفعها الى الأمام ايمان والدها بتربية المرأة الى جانب الرجل .

وقد ساهمت فى الحركة الوطنية وكانت عضوا بارزا فى الهيئات النسائية لحزب الاستقلال وما تزال عضوا فى المجلس الوطنى للحزب .

وشاركت فى تحرير المجلات العربية ، وكان لكتاباتهما أثر ملحوظ فى تنوير الحركة النسائية وأسلوبها يمتاز بالسلاسة والجدة والطرافة وهى قليلة الانتاج .

تقول فى مقال لها عن الفتاة المغربية بمن مراحل التعلم : فى عام ١٩٣٥ نشرت فى مجلة المغرب كلمة حول تعلم البنات ، وناذرت بوجوب انتشالها من الهوة السحيقة التى تتردى فيها ، والأخذ بيدها حتى تنال حقها من العلم والرقى .. وهكذا أخذت الفتاة المغربية تشق طريق العلم ، وتفتح ميدان العرفان ، وتأسست المدارس الخاصة بالبنات فى كافة المدن المغربية ، ووصل أول فوج للشهادة الابتدائية العربية عام ١٩٤٥ .

واليوم .. أرى التواء فى سير تقدم النهضة والتطور المنشود أن تسير الفتاة بقدوم نحو العلا ، وتجعل وجهتها ثقافية عالية ، فقد فات الزمن الذى تقف فيه الفتاة عند الشهادة الابتدائية ، واذا قارنا أنفسنا بالجزائريات والتونسيات نجد أنهن سبقنا بأشواط بعيدة ، فقد حصل عدد كبير منهن على الشهادات العالية ، والملاحظ أن بعض الطالبات ممن يدرسن فى المدارس الفرنسية تكون معرفتهن باللغة العربية ناقصة نقضا بينا ، وهذا عار بالنسبة للمرأة المغربية ، ان كيف تكون ثقافتها بلغة أجنبية ، ولا يجمال بها كأمرأة عربية أن تكون ناقصة من هذه الناحية فوسطنا وسط عرسى ، وأمتنا أمة عربية واتصالاتنا بدول الشرق والاسلام بواسطة اللغة العربية ، وهذا ضرورى مادامت لغة الاسلام هى لغة القرآن .

وقد أخبرتنى صديقة تحسن اللغة الفرنسية قراءة وكتابة ، ولكنها لم تتعلم

(٢) خطابه ١٥ / ٩ / ١٩٦٤

العربية ، أنه قد زار عائلتها أحد المشاركة فلما كان على مائدة الطعام ، ألقى قصيدة عصماء هزت مشاعر الحاضرين ولم تتمكن هي من فهمها ، وأحست بألم حاد في كيانها وانهلكت دموعها وقالت : تمنيت والله لو أننى لم أكن أفهم ولا كلمة من الفرنسيه ، وتعلمت لغة أجدادى ، ولا أعنى بهذا الاختصار على اللغة العربية ، فتعلم اللغات الأجنبية واجب ، والكل يعلم مزايا الثقافات الأجنبية ، خاصة بالنسبة للمرأة التى هى المدرسة الأولى ولأن واجبها كأم يجعلها مسئولة عن تلقين أبنائها لغة فصحة منتقاة والطفل مرآة أمه ، فما حفظه وتعلمه منها يلزمه طوال حياته .

فتحية المختار مزالى (تونس)

من كتابات تونس ، لها فصول بمجلة الفكر وعدد من مجلات تونس ، ومن نماذج كتاباتها مقالها عن شخصية المرأة التونسية . (١) :

" هل عندنا مثققات بتونس ، لا أدرى ، ولكنى ألاحظ أن المرأة المحافظة المحترمة للتقاليد التى تتعلم من دون أن تتأثر بعلمها وتأثر في مجتمعها تعتبر عندنا صالحة لأنها لم تخيب ظن مجتمعها فيها ، ويلاحظ أن أغلب الفتيات التونسيات يتلقين تعليما يسمى فنيا ، تلبية - على ما يقال - لرغبة أوليائهن ، وهؤلاء الأولياء راغبون أيضا فى أن يكون التعليم عربيا . وأكثر فتياتنا متعلمات تعليمًا أجنبيا ، من الصعب وجود نساء تونسيات مثققات ثقافة قومية ، المرأة التونسية بحكم الظروف عديمة الشخصية .

يجب ألا تطير فى الفضاء دفعة واحدة بدون أجنحة ، مقلدة للرجل ، لان منزلتها فى المجتمع غير منزلته فيه ، وظروف عيشها غير ظروفه ، ولأن تحرير الفرد لا يحصل بالطفرة ، بل بالتغلب على الظروف الشخصية الخاصة وقهرها .

وبعض الحركات النسائية خابت لأنها قطعت كل العلاقات مع الحركات القومية الأخرى وغاية المرأة ليست أن تبني عالما جميلا تعيش فيه وحدها ، بل

(١) مجلة الفكر م ١٩٥٥ .

غايته اندماجها فى العالم الموجود ومحاولة التأشير فيه .

”الفكر والثقافة المعاصِرَه فى شمال افريقيا“

أنور الجندى

(القاهرة ، ١٩٦٥)

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Ann Arbor, Michigan

1971

العربية المعاصرة

المرحلة المتوسطة

القسم الثالث

التمارين والمفردات والفهارس

تأليف

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دائرة دراسات الشرق الادنى

آن آربر، ميشغان

١٩٧١
سنة

كتاب التمارين

الدرس الاول

Filling in the blanks

تمرين ٢ : مَلِّ الْفَرَاغَ .

Fill in the blanks with an appropriate word from the words in parentheses

الموجوده بين قوسين :

- ١ - جلس الرجل يستمع الى _____ .
(صديقه ، التلفزيون ، الراديو)
- ٢ - كان قلب المستمع يطير _____ .
(ضحكاً ، شوقاً ، خوفاً)
- ٣ - لم يعرف الرجل عن المرأة الا _____ اللذيذه .
(صورتها ، اذاعتها ، اكلتها)
- ٤ - في الساعة _____ خرجت الزوجة مسرعة .
(الرابعة ، الرابعة والنصف ، السابعة)
- ٥ - كانت الاكلة الاولى التي طبختها الزوجة _____ مقلية .
(لحمًا ، بيضًا ، كبابًا)
- ٦ - فكر الزوج _____ قليلا ولم يعد يعرف ماذا يفعل .
(المسكين ، السعيد ، الكريم)
- ٧ - قال الرجل لاهله _____ ان اتزوج هذه المرأة .
(لا اريد ، لا بد ، لا احب)
- ٨ - بعد ان حضرت الزوجه الاكله الاولى احسَّ الرجل ب _____ .
(الخيبة ، السرور ، الخجل)
- ٩ - كان الرجل يخلط بين _____ وقلبه .
(عينه ، وجهه ، معدته)

Translation-Substitution

تمرين ٨ : ترجمه - تبديل .

The verbal noun usually takes the definite article (if not otherwise defined) when it has the meaning of an English infinitive: الزواج = 'to marry'.

بدّل مستعملًا مصادر الافعال فى
العبارات الواردة فى تمرين ٣ من هذا
الدرس

لا بدّ لي من الزواج بهذه المرأة

تمرين ٩ : تحويل

Many Form IV (?aFMaL) verbs have the meanings 'cause someone to become...', and are equivalent to جَعَلَ 'to make' plus an adjective.

Change the following sentences to Form IV

verbs (?aFMaL)

He made him happy.

- _____ ٥ - جعله كاملاً
_____ ٦ - جعله تاماً
_____ ٧ - جعله جيّداً
_____ ٨ - جعله موجوداً

حول الجمل التاليه الى افعال على
وزن أَفْعَلَ :

- جعله سعيداً ← أَشْعَدُهُ
_____ ١ - جعله غنياً
_____ ٢ - جعله حزيناً
_____ ٣ - جعله ظاهراً
_____ ٤ - جعله عالياً

Transformation

Active → Passive

The woman puts the meat in the pot.

The meat is put in the pot.

مَعْلُوم ← مَجْهُول مجهول
تضع المرأة اللحم فى القدر ←
يوضع اللحم فى القدر .

اشْتَغِلَ الجمل فى تمرين ٤ من الكتاب

Transformation

تمرين ١١ : تحويل

جمله ← مصدر (مفعول لاجله) Clause → verbal noun (accusative of cause)

The accusative indefinite verbal noun may be used with the meaning 'out of, because of', and is equivalent in meaning to لَإِنْ plus verb.

حول العبارة التى تحتها خط الى مصدر مناسب (مفعول لاجله) كما فى المثل

التالى :

عملت لك بيضا لانى خفت من التأخير ← I made eggs for you because I feared delay
عملت لك بيضا خوفا من التأخير . I made eggs for you for fear of delay.

- ١ - وقف الناس لانهم يحترمون رئيس الجمهورية .
- ٢ - تزوجها لانه احب اكلاتها اللذيذة .
- ٣ - لم تطبخ الزوجة شيئا آخر لانها اكتفت بالبيض المقلي .
- ٤ - سافر لمشاهدة اولاده لأنه كان بشوق اليهم .
- ٥ - اقام الطلاب احتفالا لانهم يقدرّون استاذهم .
- ٦ - قدم لها هديه لانه احبها .
- ٧ - بكى الولد لانه تأثر بموضوع الفيلم .
- ٨ - اتفقت مع صديقها لانها اعجبت برأيه .
- ٩ - شكر نجيب والده لانه اعترف بفضله .
- ١٠ - عينته الشركة مديرا لانها قدّرت خدماته .

Complete the following table by writing out the roots and patterns as in the example below:

تمرين ١٢ : أكمل اللائحة التالية
بكتابة الجذر والوزن كما فى المثل التالى :

	Word	Stem	Root	Pattern
Example:	يَسْتَمِعُونَ	-stami9-	sm9	FtaMiL
	اللَّحْمُ	lahm-		
	أَخِيرُهُ	?aaxir-		
	الْمُسْتَمِعُ	mustami9-		
	شَوْقًا	šawq-		
	يَصْبِرُ	-šbir-		
	الزَّوْجُ	zawaaj-		
	فَسَأَلُوهُ	saʔal-		

صَاحِبُنَا	ṣaaḥib-
يُفَكِّرُونَ	-fakkir-
المُعِدَّة	maʿidat-
احْتَرَقَ	-ḥtaraq-
تَحَجَّرَ	tahajjar-
خَيْبَهُ	xaybat-
آسَفَ	?aasif-
يَحْضُرُ	-ḥḍur-

تمرين ١٣ : اجب على الاسئلة التالية :

- ١ - بماذا يُعرف الامريكان ؟
- ٢ - من هو المستر جون سميث ؟
- ٣ - ما الطريقة التي استعملها المستر جون سميث للاعلان عن مطعمه الجديد ؟
- ٤ - لماذا استعمل هذه الطريقة ؟
- ٥ - هل اشترى كثير من الناس كراسة المستر سميث ؟ لماذا ؟
- ٦ - ماذا وجدوا فيها ؟
- ٧ - هل اصبح المطعم مشهورا في المدينه ؟
- ٨ - هل من مصلحة الرجل معرفة سر المرأة ؟
- ٩ - من هي حواء ؟
- ١٠ - هل يعتقد الكاتب ان معرفة الرجل بالمرأة ستزداد في الايام القادمه ؟

Multiple Choice

تمرين ١٤ : الاختيار المتعدد .

اختر انسب عبارته لاكمال كل من
Choose the item that most appropriately completes
الجملة التالية :
each of the following sentences:

- ١ - كانت المرأة في الماضي تقضي القسم الاكبر من وقتها في
 - أ - الطرقات والشوارع .
 - ب - المكاتب والمدارس .
 - ج - البيوت والمساكن .

٢ - كانت المرأة فى الماضى تجتذب الرجل لأنه

أ - كان يعرفها جيدا .

ب - لم يكن من السهل ان يراها .

ج - كان يلتقى معها كثيرا .

٣ - فقدت المرأة فى العصر الحديث هيبتها لأنها

أ - ظلت فى البيت .

ب - لم تشارك الرجل فى أعماله .

ج - بدأت تجرى وراء الرجل .

٤ - كان زواج الرجل بالمرأة ايام زمان يتم

أ - بعد أن يراها .

ب - دون أن يراها .

ج - بعد ان يعرفها معرفة تامة .

٥ - تغيرت الاحوال الآن تماما فالمرأة

أ - تظهر فى الطرقات .

ب - تظهر فى البيوت .

ج - لا تعمل فى المدارس .

٦ - كانت المرأة فى الماضى

أ - تجلس على عرش الدلال .

ب - تجرى وراء الرجل فى كل مكان .

ج - تعمل فى المكاتب والطرقات .

٧ - مشكلة المرأة الكبرى اليوم هى

أ - كيف تصل الى الزواج .

ب - كيف تحصل على عمل .

ج - كيف تخرج من البيت .

٨ - كان طريق المرأة فى الماضى لاجتذاب زوج

أ - انوثتها .

ب - سيارتها الكبيرة .

ج - شخصيتها ونفوذها .

٩ - الحل الوحيد للمشكلة فى رأى الكاتب هو

أ - ان تعتبر المرأة انوثتها وسيلة كافية للزواج .

ب - ان تكون المرأة متعلمة ، وغنية .

ج - ان تجرى المرأة وراء الرجل اكثر فاكثر .

١٠ - يتناول الكاتب فى هذه المقالة

أ - مشكلة تعليم المرأة .

ب - مشكلة الزواج الحديث .

ج - مشاكل الاعمال البيتية .

الدرس الثاني

Multiple Choice

تمرين ١ : الاختيار المتعدد .

Choose the item that most appropriately completes each of the following sentences. اختر انسب عبارة لأكمال كل من الجمل التالية :

- ١ - سكن العرب قبل الاسلام في
أ - ايران وتركيا .
ب - الجزيرة العربية وسوريا والعراق .
ج - الجزيرة العربية فقط .
- ٢ - كان البدو يتنقلون في الصحاري
أ - لانهم كانوا يعطون في التجارة البسيطة .
ب - لانهم كانوا يبحثون عن الارض* الصالحة للزراعة .
ج - لانهم كانوا يبحثون عن الماء والعشب .
- ٣ - كان لكل قبيلة عربية رئيس يدعى
أ - الامير او الوزير .
ب - رئيس الجمهورية او الملك .
ج - الامير او الشيخ .
- ٤ - كان القسم الاكبر من العرب قبل الاسلام يؤمن
أ - بالوثنية .
ب - باليهودية .
ج - بالمسيحية .
- ٥ - " المعلقات " هي اسم لـ
أ - حروب العرب المشهورة قبل الاسلام .
ب - قصائد العرب الرائعة قبل الاسلام .
ج - آلهة العرب المتعددة قبل الاسلام .
- ٦ - كان عرب الجاهلية يجتمعون في سوق عكاظ
أ - للتجارة وإلقاء الشعر .

- ب - لانتخاب رؤساء القبائل .
 ج - للاشتراك فى الحروب الطويلة .
 ٧ - كانت المرأة العربية فى الجاهلية
 أ - لا تحب قول الشعر .
 ب - لا تساعد الرجل فى اعماله .
 ج - تساعد الرجل فى اعماله .
 ٨ - سُمِّيَ عصر ما قبل الاسلام ب " عصر الجاهلية "
 أ - لان العرب كانوا لا يحبون الشعر .
 ب - لان العرب كانوا لا يشتركون فى الحروب .
 ج - لان العرب كانوا لا يؤمنون بالله .
 ٩ - البتراء وتدمر والمدينة ومكة هى اسماء
 أ - اشهر القصائد العربية الرائعة .
 ب - اشهر الشعراء الجاهليين .
 ج - اشهر المدن التى سكنها العرب .
 ١٠ - كانت القصائد العربية قبل الاسلام تتناول
 أ - الوصف والمدح والهجاء .
 ب - الزراعة والصناعة والتجارة .
 ج - مدح الاسلام .

تمرين ٣ :

(a) Matching:

أ - ملاءمة :

Match an expression from column (1) and another from column (2) so as to form a meaningful sentence :

اختر عبارة من عامود (١) واخرى من عامود (٢) بحيث تكونان معا جملة مفيدة :

(٢)

(١)

- ١ - من اسباب تسمية عصر ما قبل الاسلام بالجاهلية
 أن السد العالى قد تم بناؤه .
 ٢ - من الامور التى تساعد على تقدم الاقتصاد المصري
 أن النظام الاجتماعى كان نظاما قبيليا .

- ٣ - من مظاهر الحياة في العصر الجاهلي
 ٤ - من مظاهر الحضارة الاسلامية
 ٥ - من عادات البدو
 ٦ - من اسباب شهرة جامعة الازهر
 ٧ - من الاشياء التي كان ينتظرها الزوج في قصة الحكيم
- انها كانت مركزاً مهماً للدراسة الاسلامية
 لعدة قرون .
 ان زوجته ستسعه بأكلة لذیذة .
 ان مساجد رائعة انتشرت في اماكن مختلفة من العالم .
 انهم يكرمون الزائر .
 ان العرب كانوا لا يؤمنون بوجود الله .

(b) Completion:

Complete the following sentences

اكمل الجمل التالية :

- ١ - من مظاهر التقدم في امريكا _____
 ٢ - من عادات الامريكيين _____
 ٣ - من اسباب سفرهم الى فرنسا _____
 ٤ - من الاشياء التي يرفضها العرب _____

تمرین ٥ : تحويل

A verbal noun in the indefinite accusative may be used to express the purpose or reason for an act.

حوّل العبارة التي تحتها خط الى مصدر مناسب (مفعول لاجله) واكمل الجملتين الاخيرتين .
 Change the underlined expression to the corresponding verbal noun (accusative of purpose); complete the last two sentences.

They moved from place to place to search for water. تنقلوا من مكان الى مكان ليبحثوا عن الماء

They moved from place to place in search of water. تنقلوا من مكان الى مكان بحثا عن الماء

- ١ - يسافر بعض الطلاب العرب الى امريكا ليطلبوا العلم .
 ٢ - اقامت الجامعة احتفالا كبيرا لتكرم رئيسها الجديد .
 ٣ - بذل العراقيون جهودا كبيرة ليبحثوا عن الزيت في بلادهم .
 ٤ - اجتمع الناس في المطار ليحيوا الوزير الزائر .

- ٥ - انتشر رجال البوليس فى الشوارع ليحافظوا على*النظام .
- ٦ - نظم الادباء برنامجاً جميلاً ليُرجّبوا بالمستشرق الشهير .
- ٧ - درست الطالبة ساعات طويلة لتستعدّ للامتحان .
- ٨ - بقي مندوبو الدول الاعضاء فى اماكنهم لينتظروا وصول السكرتير العام لمنظمة الامم المتحدة .
- ٩ - قام المصلون ليكرموا رجل الدين .
- ١٠ - اقيم احتفال كبير ———
- ١١ - قامت الشركات الاجنبية بجهود كبيرة ———

تمرين ٦ : اسئلة واجوبة .

أجب على الاسئلة التالية :

- ١ - متى عاشت الخنساء ؟
- ٢ - متى أصبحت مسلمة ؟
- ٣ - كيف مات اولادها الاربعة ؟
- ٤ - ماذا كان شعورها عندما سمعت خبر قتلهم ؟
- ٥ - من كانت تربي فى شعرها ؟
- ٦ - اين كانت تلقي قصائدها ؟
- ٧ - هل كان شعرها جيداً ؟ وكيف تعرف ؟

T or F

تمرين ٧ : تبيان الخطأ من الصواب .

Supply the correct statement for the false one, and rewrite giving the correct statement:

بين الخطأ من الصواب فى الجمل التالية ثم صحح الجمل التى فيها خطأ :

- ١ - كانت الخنساء امرأة غير معروفة فى العصر الاسلامي .
- ٢ - اسلم اولاد الخنساء الاربعة ولكنها لم تسلم .
- ٣ - قتل اولادها اثناء اشتراكهم فى حرب مع الفرس .
- ٤ - عندما سمعت خبر قتلهم قالت : " الحمد لله الذى شرفني بقتلهم " .
- ٥ - كانت الخنساء من اشهر كاتبات القصة .

- ٦ - قالت الخنساء معظم شعرها في رثاء اولادها .
- ٧ - القت الخنساء بعض قصائدها في سوق عكاظ .
- ٨ - لم يُعجَب بالخنساء شعراء عصرها .

تمرين ٨ : اسئلة واجوبة .

اجب على الاسئلة التالية :

- ١ - ما هي مصادر الثقافة العربية قبل الاسلام ؟
- ٢ - كيف تم الاتصال بالروم والفرس ؟
- ٣ - من هم الخُصَاسِنَةُ واين اسسوا دولتهم ؟
- ٤ - لمن كان يخضع ملوك الخُصَاسِنَةُ ؟
- ٥ - بماذا يُعرف المَنَازِرَةُ ؟
- ٦ - لمن كانوا يخضعون ؟ وماذا كانت عاصمتهم ؟
- ٧ - في اي قسم من اقسام الجزيرة العربية انتشرت اليهودية والنصرانية ؟
- ٨ - كيف انتقلت الثقافة البيزنطية الى الجزيرة العربية قبل الاسلام ؟
- ٩ - من هو عديّ بن زيّد ؟

تمرين ٩ : الاختيار المتعدد .

اختر الجواب الصحيح :

- ١ - ١ - كانت الحَبَشَةُ تحت حكم المَنَازِرَةُ .
- ب - كان المَنَازِرَةُ تحت حكم الحبشة .
- ج - كان المَنَازِرَةُ تحت حكم الفُرس .
- ٢ - ١ - اتصل العرب قبل الاسلام بالفرس فقط .
- ب - اتصل العرب قبل الاسلام بالروم فقط .
- ج - اتصل العرب قبل الاسلام بالفرس والروم .
- ٣ - ١ - اخذ العرب الفلسفة عن الخُصَاسِنَةُ .
- ب - اخذ العرب الفلسفه عن الحبشة .
- ج - اخذ العرب الفلسفه عن اليونان .
- ٤ - ١ - انتشر المَنَازِرَةُ في يَثْرِبَ وخُيْبَرَ .

- ب - انتشرت المسيحية في نُجْران والحِراق والشَّام .
ج - انتشر الغساسنة في نُجْران واليَمَن .
هـ - أ - وقعت حروب بين الروم والغساسنة .
ب - وقعت حروب بين بني لُخْم والغساسنة .
ج - وقعت حروب بين المناذرة والفرس .

الدرس الثالث

تمرين ٣ : ملاءمة

مثال : اهم فرق بين الفصحى والعامية هو أن العامية لاتستعمل حركات الاعراب

- | | |
|---|--|
| <p>١- اهم سبب لتنقل البدو فى الصحارى هو</p> <p>٢- اهم شئ فى مشروع مجمع اللغة العربيه بالقاهرة هو</p> <p>٣- اهم رأي جاء به الكاتب مصطفى محمود هو</p> <p>٤- من المشاكل التى تواجهها المرأة فى الوقت الحاضر هي</p> <p>٥- اهم عمل قامت به الجمهورية العربيه المتحده</p> <p>٦- من اهم ما حدث فى العالم العربى اخيرا هو</p> <p>٧- سبب خيبة الزوج فى قصة توفيق الحكيم هو</p> | <p>أ - ان الزوجة لاتعرف الطبخ جيدا .</p> <p>ب - انها بنت المصانع الكثيرة فى البلاد .</p> <p>ج - ان عددا من الدول العربيه قررت الاتحاد .</p> <p>د - ان المرأة يجب ان تكون متعلمه وغنيه لكي تحصل على زوج .</p> <p>هـ - انه ييسر قراءة العربيه .</p> <p>و - انها لا تستطيع الحصول على زوج بسهولة .</p> <p>ز - انهم يبحثون دائما عن الماء والحشب .</p> |
|---|--|

تمرين ٤ : تحويل

حوّل الاضافه فى الجمل التالية مستعينا بـ " لـ " كما فى المثل التالي :

The basic problem of Arabic script is the fact that it is not voweled →

مشكلة الخط العربى الاساسيه انه خالٍ من الحروف التى تمثل الحركات القصيره ←

The basic problem of the Arabic script is the fact that it is not voweled.

المشكلة الاساسيه للخط العربى انه خالٍ من الحروف التى تمثل الحركات القصيره .

- ١ - انتشر الاسلام فى دول الشرق الاوسط المختلفه .
- ٢ - كان سبب سفر صديقى الرئيسى الى امريكا هو اكمال دراسته العاليه هناك .
- ٣ - استاذ اللغه العربيه الجديد من السودان .
- ٤ - قامت بزيارة مدير المتحف الوطنى العام .

٥ - كان هامرثولّد سكرتير منظمة الامم المتحدة العام .

٦ - تزوج ابنة رئيس الجمهورية الكبرى .

٧ - نالت محاضرة استاذى الاخيرة إعجاب الحاضرين .

٨ - اساليب الكتابة العربية الحديثة تختلف عن الاساليب القديمة اختلافاً كبيراً

٩ - وصل سفير الجمهورية العربية المتحدة الجديد الى دِمَشق امس .

١٠ - طرابلس عاصمة الجمهورية اللبنانية الثانية .

تمرين ٩ : تحويل .

التي فيها، الذي فيه 'the place where' is equivalent in meaning to حيث The relative adverb
حول الجمل ١-٤ مستعملاً "حيث" كما في المثل التالى ثم ترجم ٥ - ٧ الى

العريية :

The villagers sell their products in
Baghdad which has big companies →

يبيع اهل القرى منتجاتهم فى بغداد التى
توجد فيها الشركات الكبيرة . ←

The villagers sell their products in
Baghdad where there are big companies.

يبيع اهل القرى منتجاتهم فى بغداد
حيث توجد الشركات الكبيرة .

١- تهتم الدول الكبرى بالجزيرة العربية التى يكثر فيها الزيت .

٢- كان العرب قبل الاسلام يجتمعون كل عام فى سوق عكاظ التى كان الشعراء يلقون
قصائدهم فيها .

٣- يزور كثير من الناس كل عام مدينة القدس التى توجد فيها الاماكن المقدسة .

٤- يجتمع مندوبو دول العالم كل عام فى نيويورك التى تعقد فيها المؤتمرات الكثيرة .

5. Moslems go on Fridays to the various mosques, where prayers are conducted.

6. Lebanon takes an interest in America, where a large number of Lebanese reside.

7. I must visit the city of Cairo, where there are important Islamic ruins.

تمرين ١٠ :

اجب عن الا^١ سئلة التالية :

١ - عَدِّدْ نظم الحكم المختلفة فى البلاد العربية .

٢ - ما هي الروابط التي تجمع بين الدول العربية في رأي المفكرين المذكورين في القطعة ؟

٣ - كم عدد سكان العالم العربي اليوم ؟
تمرين ١١ : ملء الفراغ .

املا الفراغ بالكلمة المناسبة :

"(اللحم ، اتزوج ، اكلاتها ، مذيعة ، ينتظر ، المطبخ ، معدته ، يطير ، الطبخ ، يخلط ، لتعد ، فملككت)"

كان احد الرجال يستمع الى الراديو فسمع صوت _____ يتحدث عن _____
_____ قلبه الذي كاد _____ شوقا لها . وقال لعائلته لا بد ان _____
منها . وتم الزواج . وظل _____ اليوم الذي تدخل فيه _____ له
_____ اللذيذة .

تمرين ١٢ : الاختيار المتعدد .

التعريب في الجزائر

١ - استقلت الجزائر في عام

أ - ١٩٥٢

ب - ١٩٦٢

ج - ١٩٦٣

٢ - بلغ عدد الطلاب الجزائريين في العام الدراسي ١٩٦٦ - ١٩٦٧

أ - ١٤٩٤٨٢٨

ب - ٨٣١٥٥٩

ج - ١٨٣١٥٥٩

٣ - المشكلة التي يواجهها التعليم في الجزائر هي :

أ - مشكلة زيادة عدد الطلاب .

ب - مشكلة الدعاية الفرنسية .

ج - مشكلة تعريب الجزائر .

٤ - كانت الدعاية الفرنسية تصور اللغة العربية

أ - كلغة غير صالحة لتدريس القانون في فرنسا .

- ب - كلغة غير صالحة للعلم والفكر في العصر الحاضر .
ج - كلغة صالحة لكل شيء .
- ٥ - كان الجزائريّ يبدأ باستعمال اللغة الفرنسية
أ - عند ما يدخل المدرسة فقط .
ب - عندما يذهب الى فرنسا فقط .
ج - منذ صغره .
- ٦ - استمر الاستعمار الفرنسي للجزائر
أ - اكثر من ١٣٢ سنة .
ب - اقل من ١٣٢ سنة .
ج - ما يزيد على ٣٢ سنة .
- ٧ - عندما استقلت الجزائر اخذت وزارة التربية بتعريب المناهج الدراسية
أ - في المدارس الابتدائية .
ب - في المدارس الثانوية .
ج - في جميع المدارس .
- ٨ - لكي يتم تعريب الجزائر يجب
أ - نشر اللغة العربية في المدن والقرى .
ب - ترجمة جميع المناهج العلمية الى اللغة الفرنسية .
ج - نشر المجلات والجرائد الفرنسية في الاسواق .
- ٩ - تقوم مراكز محو الأمية بـ
أ - بيع المجلات والجرائد العربية .
ب - تعليم القراءة والكتابة .
ج - تعريب المناهج الدراسية .
- ١٠ - يتناول الكاتب في هذا المقال موضوع
أ - استقلال الجزائر .
ب - زيادة عدد الطلاب في الجزائر .
ج - نشر اللغة العربية في الجزائر .

الدرس الرابع

تمرين ٥ : تكملة

اكمل الجمل الآتية كما في المثل التالي

Among the consequences of Arab expansion is that the Arabs formed one unified state.

من نتائج التوسع العربي ان العرب
اصبحت لهم دولة موحدة .

١ - من نتائج اتصال العرب بالشعوب الاخرى أنْ _____

٢ - من نتائج انتشار الاسلام خارج الجزيرة أنْ _____

٣ - من نتائج الحروب بين النبي واعدائه أنْ _____

٤ - من نتائج بناء السد العالي أنْ _____

٥ - من نتائج الدعوة الاسلاميه أنْ _____

تمرين ٦ : تحويل

حول كما في المثل التالي مستعملا " قَبْلَ أَنْ " و " بَعْدَ أَنْ "

تخلط البيض مع البطاطس ثم تضيف اللحم ← She mixes the eggs with the potatoes then adds the meat.

تخلط البيض مع البطاطس قبل ان تضيف ← She mixes the eggs with the potatoes before she adds the meat.

اللحم ←

تضيف اللحم بعد ان تخلط البيض مع ← She adds the meat after she has mixed the eggs with the potatoes.

البطاطس ←

اضافت اللحم بعد ان خلطت البيض مع البطاطس . ← She added the meat after she had mixed the the eggs with the potatoes.

١ - نقرأ الدرس ثم نجيب على الاسئلة .

٢ - يقابل السفير رئيس الجمهوريه ثم يعود الى بلاده .

٣ - يجتمعون في مدينة كبيرة ثم ينتخبون مرشحهم .

٤ - تقدم الاقتراحات خطيا ثم ينظر فيها

٥ - عمل في البلاد العربية عشر سنين ثم انتقل الى البرازيل .

تمرين ١١ :

أ - املا الفراغات التاليه مستعملا النسبة من الكلمات الموجودة بين قوسين كما في

المثل التالي :

(لبنان)

My friend is Lebanese.

صديقي _____

صديقي لبناني

- ١ - درسنا اليوم بعض المشكلات _____ (لغة)
 - ٢ - هي _____ (سوريا)
 - ٣ - _____ معروفون بالكرم (قرية)
 - ٤ - تعقد الدول العربية اجتماعات _____ (سنة)
 - ٥ - عنوان النص _____ الذي قرأناه (اساس)
- في هذا الدرس هو "من مشكلات اللغة الحريّة".
- ٦ - صديقي احمد _____ (العراق)
 - ٧ - نظام الحكم في مصر _____ (جمهورية)

ب - حول "الاضافة" "مستعملا" "النسبة" كما في المثل التالي :

Language studies are important.

دراسات اللغة مهمة ←

Linguistic studies are important.

الدراسات اللغوية مهمة

- ١ - شاعر البدو عظيم
- ٢ - كُتِّبَ القصة الممتازون قلائل في العالم العربي
- ٣ - اعمال اليد صعبة
- ٤ - تأجل عقد مؤتمر الدول
- ٥ - قصر الملك كبير جدا
- ٦ - انا معجب بنظام القبيلة
- ٧ - ارض الصحراء واسعة
- ٨ - لايعجبني نظام التربية في لبنان

تمرين ١٢ : ترجمة

ترجم الى العربية

Standard Arabic and Colloquial Arabic

It is well known that the language of writing in many countries of the world today differs somewhat from the language of speech. However, this difference in Arabic is great, and it is unavoidable for anyone who studies this language to realize its nature and its importance. For the Arabs usually use the classical language in writing; it is almost the same in all the Arab World. Thus the Arab reader in Kuwait can easily understand what the newspapers of Egypt or Tunisia write, for example. As for daily life at home, in the streets, in the market place, and in the offices, the Arabs use the colloquial language, and this differs from one Arab country to another, and differs from the classical in some of its sounds, grammar rules, and styles. Some Arab thinkers believe that this difference has become in recent years less than it was in the past.

تمرين ١٣ : ملء الفراغ

املاً الفراغ بالكلمة المناسبة من الكلمات التالية :

(رئيسهم ، الصناعة ، حضرا ، الجزيرة ، شاعرة ، يعبدون ، سوق ، يؤمن ،

الشجاعة ، تساعد ، الماء ، الصلوات ، الصحاري ، ساكنين ، مطبخ)

- ١ - كان العرب قبل الاسلام قسمين : بدوا و _____ .
- ٢ - يعيش البدو في _____ متنقلين من مكان الى آخر .
- ٣ - يعمل سكان المدن في الزراعة و _____ البسيطة .
- ٤ - يخضع افراد القبيلة ل _____ .
- ٥ - كانت المرأة _____ الرجل في اعماله .
- ٦ - ينتقل البدو في الصحاري للحصول على _____ والحشب .
- ٧ - كانت الخنساء _____ مشهورة .
- ٨ - كان شعراء العرب يجتمعون في _____ عكاظ لمدة شهر كل عام .
- ٩ - لم _____ العرب بالله قبل الاسلام بل كانوا _____ الهة متعددة

١٠ - عرف العرب بالكرم و ——— والاخذ بالتأثر .

تمارين ١٤ - اسئله واجوبه

اجب على الاسئله التاليه :

- ١ - ماهي اركان العبادة في الاسلام ؟
- ٢ - اذكر نعم الشهاده .
- ٣ - كم مرة يصلي المسلم يوميا وفي أي وقت ؟
- ٤ - ما اللغه التي يستعملها المسلم في صلاته ؟
- ٥ - هل يجب على المسلم ان يصلي في المسجد ؟
- ٦ - ماهي اهمية الزكاة ؟
- ٧ - ما اسم شهر الصوم ؟
- ٨ - متى يمتنع المسلمون عن الاكل والشرب في شهر الصوم ؟
- ٩ - الى اين يذهب المسلمون للحج ؟
- ١٠ - كم مرة يذهب المسلم للحج ؟
- ١١ - ما هو القرآن الكريم ؟
- ١٢ - ماهي اهمية الحج ؟
- ١٣ - هل نظم الاسلام حياة المسلمين الروحيه فقط ؟

الدرس الخامس

تمرين ٢ : ملاءمة

استعمال " لا — فقط ، بل — أيضاً "

تزوجها لا لأنها فتاة جميلة فقط بل لأنها تطبخ أكالات لذيذة أيضاً .

- ١ - ذاع اسمها لافضل مكتباتها فقط أ - بل طلباً لمصادر العيش الأخرى أيضاً
 - ٢ - بغداد هامة لا لأنها عاصمه العراق ب - بل لمكانته اللغوية أيضاً .
- فقط

- ٣ - للاسلام اثره لامن الناحيه الدينية فقط ج - بل في الغرب أيضاً .

- ٤ - كان البدو ينتقلون في الصحراء د - بل لان فيه آثاراً تاريخية قديمة أيضاً .
- لاطلباً للماء فقط

- ٥ - تعد القدس مدينة مقدسة لبالنسبة ه - بل على الايمان ممن جاء قبله ممن الى اليهود فقط

- ٦ - يزور الناس لبنان لا لجماله فقط و - بل من الناحيتين السياسية والاجتماعية أيضاً .

- ٧ - القرآن الكريم عظيم الاهمية لالمكانته ز - بل لأن لها مكانتها في التاريخ الاسلامي الدينية فقط

- ٨ - جبران خليل جبران كاتب مشهور جدا ح - بل بسبب طابعها الشرقي أيضاً .
- لا في الشرق فقط

- ٩ - يقوم الاسلام لا على الايمان ط - بل بالنسبة للمسلمين والمسيحيين أيضاً .
- بمحمد فقط

تمرين ٨ : تحويل

حول كما في المثل التالي مستعملاً " ما + فعل "

Baghdad is beautiful because there are orchards and parks in it.

Among the things which added to its beauty is the fact that there are orchard and parks in it.

بغداد جميلة لان فيها بساتين وحدائق .

ما زادها جمالاً ان فيها بساتين وحدائق .

- ١ - بغداد مهمة لان لها مكانة عظيمة في التاريخ العربي والاسلامي .

- ٢ - الاسلام منتشر لانه يقوم على مبادئ الحق والحرية والمسؤولية .

٣ - قراءة اللغة العربية صعبة لان الخط العربي خال من الحروف التي تمثل الحركات القصيرة .

٤ - كنيسة القيامة بالقدس مشهورة لأن فيها قبر السيد المسيح .

٥ - الحضارة العربية متأثرة بحضارات أخرى متعددة لانها كانت على اتصال مستمر بها .

٦ - الرجل شاعر بالخيمة لان زوجته عملت له بيضاً مقليل .

٧ - هي خائفة لانها تركب الطائرة لأول مرة .

٨ - هو مخلص في دفاعه عن الاسلام لانه يؤمن بمبادئه .

٩ - هو مؤمن باخلاصها لانها تحبه وتريد اسعاده .

١٠ - هي سعيدة لانها تسافر الى بلاد جديدة لم تزرها من قبل .

تمرين ٩ - تحويل

حوّل من المعلوم الى المجهول الى اسم المفعول كما في المثل التالي :

a. Scientific institutes filled Cairo.

أ - ملأت المعاهد العلمية القاهرة .

b. Cairo was filled with scientific institutes.

ب - ملأت القاهرة بالمعاهد العلمية .

c. Cairo is filled with scientific institutes.

ج - القاهرة مملوءة بالمعاهد العلمية .

١ - غطّى البيض اللحم . ٥ - يغطي الماء الحديقة .

٢ - أعجبت المذيعة المستمع . ٦ - تملأ السعادة قلبه .

٣ - سرّت دعواشي صديقي . ٧ - يعجب الشعر القديم العرب .

٤ - احاطت الانهار بالمدينة . ٨ - سرّة مجيئي .

تمرين ١٠ - اجب على هذين السؤالين :

١ - الى كم قسم تقسم مدينة القدس ؟

٢ - ماذا يجد الزائر في كل قسم ؟

تمرين ١١ : الاختيار المتعدد

نفهم من هذه المحادثة

أ - أن الزوجة تحب ام زوجها كثيراً .

ب - أن الكتاب الذي احضره الزوج غير مفيد

ج - أن ام الزوج لا تزور ابنها كثيراً .

د - أن الزوجة لا تود ان تعيش ام زوجها مئة سنة

تمرين ١٢ : ترجمة

ترجم الى الانكليزية

- ١ - اشكرك على شعورك الكريم ولكنني اريد ان اذهب الى المسجد لحضور صلاة الجمعة كما افعل كل يوم جمعة .
- ٢ - لم يكن للمرأة العربية قبل الاسلام مكانة عالية في المجتمع .
- ٣ - يعطينا الشعر الجاهلي صورة عامة عن النظام القبلي الذي كان سائداً في المجتمع العربي قبل الاسلام .
- ٤ - ادرك السكرتير العام للأمم المتحدة ان الاقتراح لا يمكن ان يتم الآن .
- ٥ - إنَّ مبدأ روجرز لحل مشكلة الشرق الاوسط لا يقتصر على حل مشكلة قناة السويس فقط .
- ٦ - إنَّ موقع بغداد ساعد المدينة على الدفاع عن نفسها بسهولة ويسر عليها الاتصال بمناطق الدولة الاسلامية الاخرى .

تمرين ١٣ : الاختيار المتعدد

اختر انسب تعبير لاكمال كل من الجمل
Choose the item that most appropriately
completes each of the following sentences:
التالية :

- ١ - انتاج الولايات المتحدة من السيارات اكثر من اي بلد آخر لان فيها عدداً كبيراً من
 - أ - المصانع
 - ب - المناطق الزراعية
 - ج - المطابخ
 - د - الملاهي
- ٢ - عندما تريد المرأة ان تشتري ما تحتاج اليه فانها تذهب الى
 - أ - الاماكن المقدسة
 - ب - المطعم
 - ج - السوق
 - د - المقهى

٣ - يحب العرب الاستماع الى الشعراء وهم يلقون

أ - القصص

ب - الحكم

ج - التمثيليات

د - القصائد

٤ - كان الشاعر العربي يحصل على جائزة اذا كانت قصيدته

أ - سيئة

ب - رائعة

ج - بسيطة

د - قصيرة

٥ - تستطيع قراءة هذه القصة بأقل من ساعة لانها

أ - قصيرة

ب - طويلة

ج - صعبة

د - جديدة

٦ - يظهر ان زوجتك تعرف الطبخ جيداً كما تدل على ذلك اكلاتها

أ - المختلطة

ب - المحترقة

ج - اللذيذة

د - القليلة

٧ - ان المرأة التي لا تعرف القراءة والكتابة هي

أ - متعلمة

ب - مسكنة

ج - عالمة

د - كاتبة

٨ - الفنادق والمطاعم والملاهي في مدينة بيروت كثيرة لانها مقصد

أ - الاطباء

ب - الوزراء

ج - السواح

د - المترجمين

٩ - من الممكن ان تدرك الحل لان المشكلة ليست

أ - بسيطة

ب - صعبة

ج - جديدة

د - قديمة

١٠ - يوجد في مطعمنا ، يا سيدي ، كثير من الاكلات اللذيذة وتستطيع أن

أ - تختار

ب - تطبخ

ج - تصوم

د - تضحك

١١ - عنترة بن شداد معروف بشجاعته في الحروب التي وقعت بينه وبين

أ - اهله

ب - اعدائه

ج - اصدقائه

د - اخوانه

١٢ - بعد أن خسر الرئيس في الانتخابات الاخيرة شعر بـ

أ - الحب

ب - الكرم

ج - الخيبة

د - السرور

١٣ - يذهب صديقي الى المسجد كل يوم جمعة

أ - للصوم

ب - للصلاة

ج - للعمل

د - للصناعة

١٤ - اعلنت الحكومة المصرية ان من يقدم افضل اقتراح لحل مشكلة زيادة السكان يحصل على

أ - جائزة

ب - مشروع

ج - زوجة

د - الدكتوراه

١٥ - إذا اردت ان تكون طبيباً فيجب ان تدرس

أ - الآداب

ب - الموسيقى

ج - العلوم

د - الشعر

تمرين ١٤ : ملء الفراغ

(يصور ، نتائج ، تقح ، الماء ، مبادئ ، يتطلب ، مناطق ،

ركب ، تجارة ، بلخ ، بالنسبة الى ، المسافة)

١ - _____ مدينة بيروت على البحر الابيض المتوسط .

٢ - تزيد _____ بين مشيخان وتكساس عن الف ميل .

٣ - يبلغ عدد طلاب لبنان اكثر من ١٢٠ الف طالب وهو عدد كبير — عدد سكان لبنان

٤ - تصعب الزراعة في الاراضي الصحراوية لِـقِلَّة _____

٥ - _____ الادب الامريكي الحديث نواحي الحياة الاجتماعية والاقتصادية

في الولايات المتحدة .

٦ - _____ فهم الشعر العربي القديم دراسة اللغة العربية وقواعدها ومفرداتها .

٧ - من _____ ظهور الدين الاسلامي ان العرب اصبحوا امة واحدة .

٨ - قامت الجمهورية الفرنسية الاولى على _____ الحرية والحق والمساواة

٩ - في المملكة العربية السعودية كثير من _____ الصحراوية .

تمرين ١٥ : الاختيار المتعدد

ان الفكرة الاساسية في هذه القطعة هي

- أ - كيف عالج الملك العادل كسرى الضعف في بدنه بتراب دار متخرية .
 - ب - كيف بحث اعوان الملك العادل كسرى عن دار متخرية لمدة سنة كاملة .
 - ج - كيف جعل عدل الملك كسرى البلاد تعيش في سلام وازدهار .
 - د - كيف جعل عدل الملك كسرى البلاد تعيش في اسوأ حال .
- معنى المثل العربي " العدل اساس الملك " هو
- أ - ان الرجل العادل يصبح ملكا .
 - ب - ان الملك غير العادل يحبه الناس .
 - ج - ان الملك العادل يجد نفسه بلا مال ولا رجال .
 - د - ان الملك العادل يجعل بلاده تعيش في سعادة .

الدرس السادس

تمرين ٦ : ملء الفراغ

املاً الفراغ بأحدى الكلمات الاستفهامية المناسبة الموجودة بين قوسين
(لماذا - أيّ - متى - بماذا - مَنْ - أ - كيف - ماذا - كم - أين)

- ١ - _____ تقح مدينة البصرة ؟
- ٢ - _____ كان البدو يعيشون في الصحراء قبل الاسلام ؟
- ٣ - _____ نظام سياسيّ سائد اليوم في سوريا ؟
- ٤ - _____ يعرف الشعب المكسيكي ؟
- ٥ - _____ تسمّى اشهر القصائد العربية ؟
- ٦ - _____ لقد زرت المغرب يا هيفاء _____ ليس كذلك ؟
- ٧ - _____ كان باستقبالك في المطار عندما رجعت الى امريكا ؟
- ٨ - _____ لم تحرم المسيحية الخمر ؟
- ٩ - _____ كتاباً تملك من الكتب العربية ؟
- ١٠ - _____ بدأت الدعوة الاسلامية في الجزيرة العربية بشكل واسع ؟
- ١١ - _____ خلطت الزوجة مع اللحم ؟

Embedding

تمرين ٧ : تضمين

The relative pronoun الذي can be used to combine two sentences by inserting (embedding) one into the other, if both contain nouns with a common referent. الذي replaces the noun of the sentence to be embedded.

Embed the second sentence in the first as follows:

ضمن الجملة الثانية في الجملة الاولى كما
في المثل التالي :

احسان عبد القدوس من اشهر كتاب القصة
كتاب القصة يتناولون مشكلات المجتمع العربي

Ihsan Abd al- Quddus is one of the most famous novelists who deals with the problems of Arab society.

احسان عبد القدوس من اشهر كتاب
القصة الذين يتناولون مشكلات المجتمع
العربي

١ - كانت بغداد مركز الدولة العباسية

الدولة العباسية استمرت حتى ١٢٥٨

- ٢ - في القدس نجد عددا من الاسواق
الاسواق تحمل الطابع الشرقي
 - ٣ - خصصت جوائز للرجل
يقدم الرجل افضل اقتراح لتيسير الكتابة العربية
 - ٤ - صلوات الله على المرأة
المرأة ستجعلني سعيدا
 - ٥ - يلقي الشعراء قصائد رائعة
يصورون في قصائد رائعة حياتهم القبلية
 - ٦ - البطولة والمدح والوصف هي أهم الموضوعات
يتناول الشعراء هذه الموضوعات في شعرهم
 - ٧ - الامير هو رئيس القبيلة
يخضع افراد القبيلة للأمير
 - ٨ - الاسلام دين عالمي معروف
الدين العالمي المعروف يشمل العرب وغير العرب
 - ٩ - طه حسين كاتب مصري مشهور
الف طه حسين كتاب الايام
 - ١٠ - دخلت الجنة روح
الروح لم تسء الى احد
- تمرين ٨ : تحويل

English impersonal sentences may begin with "it is..." and end with a that-clause or "for that to (infinitive)" construction, e.g. "It is possible that that will happen" or "It is possible for that to happen." The corresponding structures in Arabic are sentences beginning with an impersonal verb (or other verb in the third masculine singular), or من plus the active participle of that verb, and ending with an ان -clause; for an illustration of this see the model sentences below.

حوّل " من + اسم الفاعل " الى فعل مضارع فى الجمل ١ - ٤ كما فى
المثل التالى ثم اكمل الجمل ٥ - ٨ :

من المستحيل أن يكون مصيرى النار. ———
It is impossible that my fate will be Hell.
يستحيل ان يكون مصيرى النار.
It is impossible for my fate to be Hell.

- ١ - من الممكن ان يتم بناء الجامعة الجديدة فى مدة قصيرة .
 - ٢ - من الجائز أن يدخل غير المسلم الجنة .
 - ٣ - من الظاهر أن جامعة الازهر تهتم اهتماماً كبيراً بتدريس اللغة العربية .
 - ٤ - من الواجب ان يحترم الانسان حقوق الآخرين .
 - ٥ - من الجائز ان ———
 - ٦ - من غير الممكن ان ———
 - ٧ - يظهر ان من المستحيل ان ———
 - ٨ - لا يجوز ان ———
- تمرين ٩ : الاختيار المتعدد

- ١ - كان الكاتب الذى تتحدث معه الفتاة
أ - توفيق الحكيم
ب - احسان عبد القدوس
ج - سمرست موم
٢ - تبلغ الفتاة من العمر
أ - ثمانية عشر سنة
ب - عشرين سنة
ج - اثنتين وعشرين سنة
٣ - كانت الفتاة تتحدث عن صفات
أ - الطالب المثالي
ب - الزوج المثالي
ج - المعلم المثالي
٤ - ان الزوج المثالي فى رأيها هو الذى
أ - يخرج الى الملاهى كل مساء بسبب حبه للفن
ب - يحب قضاء وقته مع أهله واصدقائه خارج البيت

- ج - يبقى مع زوجته فى البيت دائما .
٥ - قال الكاتب ان صفات الزوج المثالى التى صورتها الفتاة موجودة فى

١ - الراديو

ب - التلفون

ج - التلفزيون

تمرين ١٠ : الاختيار المتعدد

نفهم من هذه الحكاية :

- ١ - ان والد " مارك توين " تعلم كثيرا فى سبع سنوات .
٢ - ان مارك توين اخذ يفهم احاديث والده عندما اصبح فى الواحدة والعشرين .
٣ - ان والد مارك توين غير احاديثه بعد ان اصبح ابنه فى الواحدة والعشرين .
٤ - ان مارك توين لم يتحدث الى والده بعد ان اصبح فى الواحدة والعشرين .

تمرين ١١ : ملء الفراغ

(المشروع ، جوائز ، لغات العالم ، الحركات القصيرة ، اصواتها ، الكتابة ،

الفصحى ، الكلام ، العامية ، الكريم ، يتطلب ، اقتراح ، المشكلات ، سواء ،

تيسير ، التعبير عن نفسه ، عملية القراءة ، بلد .)

- ١ - من المشاكل التى تواجهها اللغة العربية وجود لغتين مختلفتين — و — .
٢ - تستعمل اللغة العربية الفصحى فى — .
٣ - تستعمل اللغة العامية فى — .
٤ - تختلف العامية عن الفصحى فى قواعدها وبعض مفرداتها و — .
٥ - تختلف العامية من — عربى الى آخر .
٦ - الخط العربى خال من الحروف التى تمثل — .
٧ - عدم وجود الحركات القصيرة فى الخط العربى يجعل — — — — — امرا صعبا .
٨ - ان الاختلاف بين لغتي الكلام والكتابة موجود فى كثير من — — — .
٩ - يجد العربى صعوبة فى — — — — — اذا استعمل اللغة الفصحى فى الكلام .
١٠ - خصصت مجامع اللغة العربية — — — — — لمن يحل مشكلة الخط العربى .
١١ - وافق مجمع اللغة العربية فى القاهرة على مشروع ل — — — — — الكتابة .
١٢ - ارسل مجمع اللغة العربية هذا — — — الى وزارة التربية للعمل به .

- ١٣ - من الاقتراحات التي قدمت لحل مشكلة الخط العربي — باستعمال الحروف اللاتينية
- ١٤ - اللغة الفصحى هي لغة القرآن —
- ١٥ - العربية الفصحى واحدة — كان ذلك في العراق ام مصر ام المهجر
- ١٦ - — تيسير القراءة حل مشاكل الخط العربي .

تمرين ١٢ : تبيان الخطأ من الصواب

بيِّن الخطأ من الصواب في الجمل التالية وَصِّحْ ما تجده من اخطاء

- ١ - كان العرب قبل الاسلام قسمين : بدوياً و حضراً .
- ٢ - عاش الحضرة في الصحاري .
- ٣ - تنقل البدو في المدن طلباً للماء .
- ٤ - كان عرب المدينة يعملون في الزراعة والصناعة البسيطة والتجارة .
- ٥ - كان الامير رئيس القبيلة .
- ٦ - لم يخضع جميع افراد القبيلة لرئيسهم .
- ٧ - ما اشتهر العرب بالكرم والبطولة وركوب الخيل .
- ٨ - كانت المرأة العربية تساعد الرجل في اعماله في العصر الجاهلي .
- ٩ - كانت المرأة العربية احياناً تقول الشعر وتشترك في الحروب .
- ١٠ - امرؤ القيس وزهير بن ابي سلمى من شعراء العرب قبل الاسلام .
- ١١ - سُمِّيَ عصر ما قبل الاسلام بـ " عصر الجاهلية " لان العرب كانوا يجهلون
المهنة كثيرة .

تمرين ١٣ : الاختيار المتعدد الأجوبة

- ١ - الفكرة الاساسية في القسم الاول من هذه المقالة هي
 - (أ) ان كثيراً من الكتاب العرب نظروا الى الكوميديا الإلهية ورسالة
الخفران من ناحية قومية لا علمية .
 - (ب) تأكيد ما قاله الكاتب العربي جُورْجِي زِيدان .
 - (ج) ان كتاب الغرب اهتموا بنظرية بالاثيوس اكثر من الكتاب العرب .
 - (د) الفكرة الرئيسية في القسم الثاني هي
 - (أ) ان كتابي دانتى و ابي العلاء لا يختلفان الا في الشكل الخارجي .
 - (ب) ان الكتابين يلتقيان من ناحية الموضوع ويختلفان اختلافاً رئيسياً

في كل شيء آخر .

ج (ان الكتابين يرجعان الى مصدر واحد .
٣ - يؤكد القسم الثالث من هذه المقالة

١ (على اظهار بعض اماكن الاختلاف الرئيسية في الكتابين .

ب) على الكتاب الذين درسوا الكتابين بلغتيهما الاصليتين .

ج) على رأي أبي العلاء في الجنة .

٤ - قال الكاتب المستشرق ميجيل آسين بالاثيوس

١) إِنَّ أَبَا العلاء المعري اخذ افكاره عن دانتي .

ب) إِنَّ افكار دانتي قد تأثرت بافكار أبي العلاء المعري .

ج) إنه لا يوجد اي اتصال بين الكوميديا الالهية ورسالة الغفران .

٥ - صدق اكثر الكتاب العرب ما قاله بالاثيوس

١) بعد دراسة طويلة لكتابي أبي العلاء ودانتي .

ب) دون ان يدرسوا ويقارنوا الكتابين .

ج) اما كتاب الغرب فلم يهتموا برأيه .

٦ - يقول الكاتب العربي جورجي زيدان إن

١) في الكوميديا الالهية اقتباس من رسالة الغفران .

ب) بالاثيوس اخطأ في نظريته .

ج) الرحلات الى العالم الآخر لم تكن معروفة قبل أبي العلاء .

٧ - يظهر عيسى الناعوري أن الكوميديا الالهية ورسالة الغفران

١) تلقتان في كونهما رحلتين الى العالم الآخر فقط .

ب) كتابان لا شيء يجمع بينهما .

ج) كتابان لا يختلفان في المضمون والاهداف

٨ - لقد اصبح واضحاً لنا أن

١) ابا العلاء اخذ عن القديس يوحنا

ب) دانتي لم يقرأ هوميروس وفرجيل

ج) عدداً من الشعراء قاموا برحلات خيالية الى العالم الثاني قبل المعري .

٩ - الكوميديا الإلهية

- أ (مثل رسالة الخفران من حيث مضمونها واسلوبها .
ب (تختلف عن رسالة الخفران في مضمونها واهدافها واسلوبها .
ج (عمل ادبي يمدح به دانتي عالم ما بعد القبر .
١٠ - نشرت الدكتوراة بنت الشاطيء حكمها على نظرية بالاثيوس
أ (قبل ان تقرأ كتابي دانتي والمعري .
ب (بعد ان درست الكتابين مترجمين .
ج (بعد ان درست الكتابين دراسة علمية بلختيها الاصليتين .
١١ - الدكتوراة بنت الشاطيء
أ (لم تؤكد ما جاء في نظرية بالاثيوس
ب (أكدت ان دانتي تأثر بابي العلاء .
ج (لم تنشر نتائج دراستها .
١٢ - دانتي يصور جنة تسود فيها الفكرة الروحية وجنة ابي العلاء
أ (تقوم على مبادئ الاسلام .
ب (تسود فيها الملذات المادية .
ج (تشمل الروح والمادة .
١٣ - نفهم من هذه القطعة بوضوح تام ودون اي شك
أ (ان دانتي كان معجباً بابي العلاء .
ب (ان دانتي كان شاعراً مادياً .
ج (ان دانتي لم يتأثر ابداً بابي العلاء .

الدرس السابع

Drill 2: Identification of grammatical structures.

Translate into English identifying the hal in each of the following sentences as in this example:

تمرين ٢ : تبيين التراكيب اللغوية

ترجم الى الانكليزية مبينا انواع الحال في كل من الجمل الآتية وذلك كما في المثل التالي :

The husband sat down listening to the radio.

جلس الزوج يستمع الى الراديو

Hal as clause with an indicative verb.

يستمع الى الراديو

- ١ - كانوا يعيشون في الصحراء متنقلين من مكان الى آخر .
- ٢ - كان العرب يستمعون الى شعرائهم وهم يلقون القصائد الرائعة .
- ٣ - هذا ما ارجو ان تلقاه روجي وهي تصعد الى ربها .
- ٤ - كانت الروح تصعد الى السماء خائفة .
- ٥ - وقف فريق من الملائكة يستقبلون الروح الصاعدة .
- ٦ - عشت لا اسيء الى احد من اهل الارض .
- ٧ - جلس يستمع الى الراديو .
- ٨ - ومرت الايام والزوج يطير شوقا ويبتسم منتظرا اليوم الذي تدخل فيه زوجته المطبخ .
- ٩ - دخلت الزوجة المطبخ وزوجها يقول بشوق " صلوات الله على تلك التي ستجعلني سعيدا بالاكله اللذيذة "
- ١٠ - خرجت الزوجة من المطبخ وقد اعدت لزوجها اكلة لذيدة
- ١١ - اتصلت باخي تليفونيا امس
- ١٢ - رجعت الى البيت مشياً
- ١٣ - ترك عائلته في العراق وجاء الى امريكا وحده ليتابع دراسته العالية
- ١٤ - قدم اقتراحه الى المجتمعين علما بانه كان يعرف ان اقتراحه سيرفض

تمرين ٣ : تحويل

حوّل الجملة الوصفية الى جملة فيها " ما " و " من " وذلك كما في المثلين التاليين :

a. The newspapers publish daily

١ - تنقل الصحف كل يوم الحوادث التي

the events which occur in the world.

تجري في العالم . ←

تنقل الصحف كل يوم ما يجري

في العالم من حوادث .

b. People appreciate the writers

ب - يقدر الناس الكتاب الذين يهتمون

who take interest in matters that concern them.

بأمورهم . ←

يقدر الناس من يهتم بأمورهم من

الكتاب .

١ - لم يقرأ الكتب التي اشتراها .

٢ - لقد قدّم مدير الشركة الهدايا للموظفين الذين يعملون في شركته .

٣ - سررت كثيرا بالتمثيلات التي شاهدها هذا الصيف .

٤ - خرج الاستاذ مبتسما للهمس الذي سمعه في الصف .

٥ - طار سرورا للاخبار التي سمعها .

٦ - اعطى كثيرا من المال للاعلانات التي نشرها في الصحف .

٧ - اصبح مشهورا بسبب المقالات التي حررها في جريدته .

٨ - قابل الرئيس المراسلين الاجانب الذين زاروا البلاد .

٩ - حصل على جوائز متعددة للقصائد التي القاها في كثير من المناسبات .

١٠ - اني احترمه للامال التي قام بها في سبيل تطوير بلاده .

١١ - وافق المندوبون على الاقتراحات التي اعلنت في الاجتماع الاخير .

١٢ - اكرمت الجامعة الطلاب الذين اكلوا دراستهم .

١٣ - سيكون مصيرك النار بسبب الاخطاء التي فعلتها .

١٤ - سررت بالرسائل التي ارسلتها لي .

تمرين ٦ : تحويل

حوّل الى اضافة غير حقيقية كما في المثلين التاليين :
Subj-predicate :
false idafa

١ - بيروت ملاحها كثيرة ←
a. The places of entertainment of Beirut are many.

Beirut has many places of entertainment.

بيروت كثيرة الملاهي

ب - "الاهرام" صحيفة عربية انتشارها واسع ←
b. Al-Ahram is an Arabic newspaper whose distribution is wide.

Al-Ahram is an Arabic newspaper with a wide distribution.

"الاهرام" صحيفة عربية واسعة الانتشار

- ١ - كتب إرنست همنغوي قصصا اسلوبها رائع
 - ٢ - شهدت الامة العربية نهضة فكرية اثرها كبير
 - ٣ - الصحراء مأوها قليل
 - ٤ - اعطيت جائزة لفلاحين انتاجهم كثير
 - ٥ - بغداد موقعها جميل
 - ٦ - اعتاد صديقي على الذهاب الى مطعم اكلاته لذيذة
 - ٧ - دلّ الحديث على ان الرجل روحه مطمئنة
 - ٨ - كثيرا ما نقرأ قصصا حوادثها خيالية
 - ٩ - اريد بيتا حديقته واسعة
 - ١٠ - كندا قطر صيفه قصير
 - ١١ - هذا القاموس صفحاته قليلة
- تمرين ٧ : املا الفراغات بالكلمات المناسبة :

الفاعل	اسم مفعول	مصدر	الفاعل		ماض مجهول	مضارع معلوم	الفاعل	الماضي معلوم
سأل	سائل	سؤال	سأل	سائل	سأل	يسأل	سأل	سأل
باع	بائع	بيع	باع	بائع	باع	يباع	باع	باع
نشر	ناشر	نشر	نشر	ناشر	نشر	ينشر	نشر	نشر
اختار	اختار	اختار	اختار	اختار	اختار	يختار	اختار	اختار
انتخب	انتخب	انتخب	انتخب	انتخب	انتخب	ينتخب	انتخب	انتخب
وصف	وصف	وصف	وصف	وصف	وصف	يصف	وصف	وصف
دعا	دعا	دعا	دعا	دعا	دعا	يدعو	دعا	دعا
قضى	قضى	قضى	قضى	قضى	قضى	يقضي	قضى	قضى
اقام	اقام	اقام	اقام	اقام	اقام	يقيم	اقام	اقام
استعمل	استعمل	استعمل	استعمل	استعمل	استعمل	يستخدم	استعمل	استعمل
اخبّر	اخبّر	اخبّر	اخبّر	اخبّر	اخبّر	يخبر	اخبّر	اخبّر
اكل	اكل	اكل	اكل	اكل	اكل	يأكل	اكل	اكل
شارك	شارك	شارك	شارك	شارك	شارك	يشارك	شارك	شارك
اجتمع	اجتمع	اجتمع	اجتمع	اجتمع	اجتمع	يجتمع	اجتمع	اجتمع
سمى	سمى	سمى	سمى	سمى	سمى	يسمى	سمى	سمى
استثنى	استثنى	استثنى	استثنى	استثنى	استثنى	يستثنى	استثنى	استثنى

تمرين ٨: الاختيار المتعدد

نفهم من هذه النكتة

- ١ - أن المرأة لا تحب السياسة أبداً .
- ٢ - ان المرأة تحب رئاسة الجمهورية فقط .
- ٣ - ان المرأة لا تحب ان يقال ان عمرها اكثر من اربعين سنة .
- ٤ - ان المرأة تحب الرئيس اذا كان اكثر من الاربعين .

تمرين ٩ : الاختيار المتعدد

نفهم من هذه المحادثة ان زوجة الرجل :

- أ - قليلة الكلام عادة .
- ب - كثيرة الكلام عادة .
- ج - لم تقابل السيدة في الطريق .
- د - تحدثت الى السيدة عن زوجها .

تمرين ١٠ : الاختيار المتعدد

طلب المدير من الموظف ان يحضر ابنه معه في اليوم التالي

- أ - لكي يستطيع ابنه ان ينام في الليل .
- ب - لكي يستطيع الموظف ان ينام في الليل .
- ج - لكي يترك الابن والده ينام في النهار .
- د - لكي لا يترك الابن والده ينام في النهار .

تمرين ١١ : ترجم الى العربية

The Rise and Spread of Islam

Muhammad the Prophet was born in Mecca in the year 571 A.D. He was known from his childhood for his high morals. When he became forty years old he called the Arabs to believe in the One God. A small number of Arabs believed in his call at first, then the number of Muslims began to increase day after day in the Arabian Peninsula.

After the death of the Prophet, Islam spread outside the Arabian Peninsula, and other peoples came to believe in it, such as the Persians, Indians, Turks, and others.

Islam worked for the construction of a strong unified Arab society. And so, the Arabs began to submit to the religion of God and His Prophet. Moreover, Islam founded a new civilization on the bases of right, freedom, and equality.

تمرين ١٢ : ملء الفراغ

املا الفراغ بالكلمة المناسبة

١ - كانت الزوجة تطبخ اكلة لزوجها ولكن الاكلة احترقت فقالت اني

أ - آسفة

ب - سعيدة

ج - جميلة

د - لذيذة

٢ - _____ المشروع الزراعي شمالاً وجنوباً

أ - تاخر

ب - اقتصر

ج - توسّع

د - تيسر

٣ - _____ عني سرّه

أ - غطى

ب - ادرك

ج - اخفى

د - نشر

٤ - اشار الى الصحراء وقال هكذا يعيش البدو ، ثم اشار الى المدينة وقال هناك

يعيش _____

أ - الحضر

ب - الفلاحون

ج - الانبياء

د - الملايكة

٥ - صاحبي رجل مسكين فهو ——— عندما يقوم باي عمل .

أ - يبتسم

ب - يطبخ

ج - يتعب

د - يتزوّج

٦ - شرب الخمر من المشاكل ——— التي يواجهها المجتمع الحديث .

أ - الزراعية

ب - الصناعية

ج - الاجتماعية

د - السياسية

تمرين ١٣ : تركيب الجمل

اكمل الجمل التالية مستعملاً الكلمات التي بين قوسين

المجتمع قائم ——— (المساواة) ←

المجتمع قائم على اساس المساواة Society stands on the basis of equality.

١ - تسهم الصحافة اليوم ——— (الرأي العام)

٢ - الانباء العالمية والمحلية ——— (صحيفة)

٣ - الطالب اعتاد ——— (ليلة)

٤ - تقع مدينة بغداد ——— (نهر)

٥ - مدينة بيروت ——— (محاط)

٦ - هناك بعض الشعراء ——— (مترجم)

٧ - الببدو ——— (طلبا)

٨ - هي تهمس ——— (اذنه)

تمرين ١٤ : الاختيار المتعدد

١ - الفكرة الاساسية في القسم الاول من المقالة هي ان

- ١ - الكاتب روبير اسكارييت هو استاذ العلوم الانسانية بجامعة " بوردو " .
 - ب - منظمة اليونسكو نشرت كتاب اسكارييت بعنوان " ثورة الكتاب "
 - ج - عدد القراء والكتب ازداد كثيرا فى السنوات الاخيرة .
- ٢ - الفكرة الاساسية فى القسم الثانى من هذه المقالة هي :
 - أ - بلخ انتاج الكتب المصرية ٣٦٩ كتابا عام ١٩٥١ .
 - ب - انتشار الكتاب المصري فى المنطقة العربية وزيادة انتاجه .
 - ج - دراسة المكتبات العامة فى مصر ورفع امكانياتها الفنية .
- ٣ - يبحث الكاتب فى القسم الاخير من هذه المقالة
 - أ - الصعوبات التى تواجه الكتاب المصري وتؤثر على تطوره
 - ب - الصعوبات التى تواجه القراء وتؤثر على تطورهم .
 - ج - الصعوبات التى تواجه الشعب المصري وتؤثر على تطوره
- ٤ - الولايات المتحدة وبريطانيا هي بلاد
 - أ - يقل انتاج الكتب فيها عن الحاجة .
 - ب - يزيد انتاج الكتب فيها عن الحاجة .
 - ج - بدأ انتاج الكتب فيها خلال العشرين سنة الاخيرة .
- ٥ - " ثورة الكتاب " كتاب الفه الكاتب الفرنسي روبير اسكارييف ونشرته
 - أ - جامعة بوردو .
 - ب - منظمة اليونسكو .
 - ج - الحكومة المصرية .
- ٦ - ان الذى تضاعف ثلاث مرات خلال العشرين سنة الاخيرة هو
 - أ - عدد القراء فى العالم .
 - ب - عدد القراء فى مصر .
 - ج - عدد الكتب فى العالم .
- ٧ - يعنى الكاتب بعبارة " مرحلة ثقافة المشافهة "
 - أ - ان معظم المصريين يحبون القراءة المستقلة .
 - ب - ان معظم المصريين يأخذون المعلومات بالاستماع .
 - ج - ان معظم الكتب هي على شكل سؤال وجواب .

- ٨ - ما زالت مصر اكثر البلاد العربية
- أ - تقدا من حيث عدد المتعلمين .
- ب - انتاجا للكتب .
- ج - اهتماما بتعليم ابنائها .
- ٩ - يقول الكاتب
- أ - ان الكتاب كوسيلة للاتصال اصبح قليل الهمية .
- ب - ان الولايات المتحدة قليلة الانتاج للكتب .
- ج - ان الكتاب هو ابسط الطرق للاتصال لانه ليس من الصعب الحصول عليه .
- ١٠ - تعود اهمية هذه الدراسة الى انها
- أ - تناولت موضوعا لم يتناوله احد من قبل .
- ب - دراسة عن اوربيا بعد الحرب العالمية الثانية
- ج - دراسة علمية تحتوي على معلومات هامة عن الكتب وقرائها .

الدرس الثامن

تمرين ٥ : تبيين التراكيب اللغوية

ترجم الى الانكليزية مينا انواع " ما " فى كل من الجمل الآتية كما فى
المثل التالي :

How beautiful she is.

ما اجملها !

Exclamatory

ما

١ - ما اجمل هذه المناسبة !

٢ - وما إن بدأ القرن التاسع عشر حتى شهدت البلاد العربية نهضة كبيرة .

٣ - اصبح الاسلام للعرب ديننا جديدا جمعهم بعد ما كانوا قبائل وحكومات متعددة .

٤ - اصبحت بغداد مقصد جماهير المؤمنين بفضل ما فيها من مساجد .

٥ - مما يجب ذكره ان الاختلاف بين لختي الكلام والكتابة موجود فى كثير
من لغات العالم .

٦ - ما هي الاعمال التي كان الحضر يقومون بها ؟

٧ - يرفض افراد القبيلة ادارة رئيسهم اذا ما شعروا ان فيها ما يسيء الى
حريتهم .

٨ - ما اطلع العرب على الفلسفة اليونانية قبل الاسلام .

٩ - كثيرا ما اشاهدها عندما ازور بيروت .

١٠ - ما كل ما يتمنى الإنسان يدركه .

١١ - ما سعاد الفتاة صغيرة .

١٢ - ساقابل رئيس الجمهورية يوما ما .

١٣ - صاحبك ما عشت .

١٤ - ساراها عمّا قريب .

١٥ - قلّ ما شاهدت زوجتي فى المدة الاخيرة .

١٦ - وما هي الا لحظات حتى بدأ الاجتماع .

تمرين ٦ : تحويل

حول كما فى المثلين التاليين :

There were schools which had a religious character.

أ - كانت هناك مدارس لها طابع ديني . ←

There were schools of a religious character.

كانت هناك مدارس ذات طابع ديني .

I met a man who has much money.

ب - قابلت رجلا له مال كثير . ←

I met a man of great wealth.

قابلت رجلا ذا مال كثير

- ١ - كانت هناك مصانع قبل عصر النهضة لها إنتاج محدود .
 - ٢ - كان الاسلام له اثر فعال في تغيير أخلاق العرب .
 - ٣ - الامية في العالم العربي مشكلة لها اهمية كبيرة .
 - ٤ - ان التعليم الجامعي له اثر ملحوظ في النهضة الفكرية الحديثة .
 - ٥ - هل عندكم فتيات لهن عيون زرق ؟
 - ٦ - ان سياسة التعليم الجديدة لها نتائج جيدة .
 - ٧ - الكتاب المصري له انتشار واسع في العالم العربي .
 - ٨ - ان اطباء في بلادنا لهم رواتب عالية .
 - ٩ - قرأت قصائد قصيرة لها روعة ادبية .
 - ١٠ - ان صديقي له شعر طويل .
 - ١١ - الممرضات لهن قلوب رحيمة .
 - ١٢ - بيروت مدينة كبيرة لها ملاه ومقاه كثيرة
- تمرين ٨ : ربط جمل

اربط الجمل الآتية مستعملا " رَغْمَ " ومحدثا التغيرات اللازمة بالنسبة للكلمات التي تحتها خط كما في الشلين التاليين

أ - حققت البلاد العربية تقدما كبيرا .

لا تزال البلاد العربية تواجه مشاكل تربية كثيرة .

رغم التقدم الكبير الذي حققته البلاد

العربية فانها لا تزال تواجه مشاكل

تربوية كثيرة

ب - انتشرت المدارس الحديثة في اكثر مناطق

مصر في القرن التاسع عشر .

تأخر ظهور الجامعات حتى سنة ١٩٠٨

بالنسبة الى المعاهد الاخرى .

رغم انتشار المدارس الحديثة في مصر في

القرن التاسع عشر ، فان ظهور الجامعات

تأخر حتى سنة ١٩٠٨ بالنسبة الى

المعاهد الاخرى .

١ - الحياة صعبة في الصحراء . عرف الجدو بالكرم

٢ - تحدث الزوجة عن الاكلات اللذيذة في الراديو . لا تعرف الزوجة الطبخ .

٣ - ألف طه حسين كتباً كثيرة في الادب . لم يؤلف طه حسين اي عمل مسرحي

٤ - حصل هذا الرجل على اموال كثيرة . هذا الرجل مسكين .

٥ - قال عرب الجاهلية الشعر الرائع . لم يكتب عرب الجاهلية التمثيليات .

٦ - خصصت وزارة التربية جوائز كثيرة لافضل اقترح . لم يتقدم احد باي اقتراح .

٧ - وافق الرئيس على المشروع الصناعي اول الامر . لم يصدر الرئيس قراره بتحقيقه .

٨ - يواجه المشروع صعوبات كثيرة . يشعر مجمع اللغة العربية باهمية المشروع .

٩ - زاد عدد السكان في بغداد . لا يزال الناس يسكنون في بيوت واسعة .

١٠ - يحاول صديقي اكمال دراسته الجامعية . لا يملك صديقي مالا كافياً .

١١ - تنشر الصحف العربية كثيراً من الاعلانات التجارية . تواجه الصحف العربية

صعوبات مالية .

١٢ - اصدر الرئيس اوامره بانشاء المسرح الجديد . لم يبدأ العمال بالبناء حتى الآن .

تمرين ١٤ : للاصغاء والفهم

١ - ملأه

المرة الاولى	ركب جحا وابنه الحمار
المرة الثانية	سار جحا وابنه الى جانب الحمار
المرة الثالثة	ركب جحا الحمار ومشى ابنه الى جانبه
المرة الرابعة	ركب ابن جحا الحمار ومشى جحا الى جانبه

٢ - الاختيار المتعدد الاجوبة

نفهم من هذه القصة

- أ - ان جحا لا يحب ابنه وتركه يمشي .
- ب - ان ابن جحا لا يحترم والده فقد ركب الحمار لوحده .
- ج - ان الحمار لا يستطيع ان يحمل شخصين في وقت واحد .
- د - ان الانسان لا يستطيع ارضاء جميع الناس .

تمرين ١٥ : الاختيار المتعدد الاجوبة

استعن على الاجابة بالنص في الدرس الخامس

- ١ - بغداد مدينة عربية مهمة لانها
 - أ - تقع على نهري دجلة والفرات
 - ب - تتصل بالمدن العربية عن طريق الانهار
 - ج - ذات مكانة كبيرة في التاريخ العربي
- ٢ - ان الخليفة الذي اسس مدينة بغداد يُسمى
 - أ - الرشيد
 - ب - المنصور
 - ج - المأمون
- ٣ - تأسست مدينة بغداد في
 - أ - العصر الجاهلي
 - ب - العصر العباسي
 - ج - عصر النبي محمد

- ٤ - كان من الصعب وصول الاعداء الى بغداد لانها كانت محاطة
أ - بالانهار
ب - بالاراضي الزراعية
ج - ببلاد اجنبية
- ٥ - ظلت بغداد مركزا للخلافة الاسلامية لمدة
أ - تزيد عن ستة قرون
ب - تقل عن خمسة قرون
ج - سبعمائة وخمسين سنة
- ٦ - ذاع اسم بغداد في العالم بسبب
أ - كثرة السواح والزائرين
ب - زيادة عدد سكانها بشكل كبير
ج - مكانتها في قصص الف ليلة وليلة
- ٧ - يشعر السائح الذى يزور بغداد اليوم بانها
أ - ذات طابع شرقي فقط
ب - مدينة حديثة فقط
ج - تجمع بين القديم والحديث
- ٨ - توجد فى بغداد
أ - ثلاث جامعات هى : جامعة بغداد وجامعة الموصل وجامعة المستنصرية
ب - جامعتان هما : جامعة بغداد والجامعة المستنصرية
ج - جامعة واحدة هى جامعة بغداد
- ٩ - يقح شارع ابو نواس
أ - على نهر الفرات
ب - على نهر دجلة
ج - عند ملتقى نهري دجلة والفرات
- ١٠ - يعد شارع الرشيد مركزاً
أ - للمصانع والملاهي
ب - لقبور الأئمة
ج - للحركة التجارية

١١ - تكثّر في شارع أبي نواس

أ - البساتين والحدائق العامة

ب - التجارة والصناعات اليدوية

ج - المقاهي والملاهي والمطاعم

١٢ - تقصد جماهير المسلمين بغداد لزيارة

أ - قبور الأئمة .

ب - بساتين النخيل والحدائق العامة

ج - الملاهي والمقاهي والمطاعم

تمرين ١٦ : الاختيار المتعدد الاجوبة

١ - امتازت ميّ زيادة عن كثير من النساء العرب بانها

أ - ولدت في فلسطين ودرست في لبنان

ب - ولدت وتعلمت في مدينة الناصرة المقدسة .

ج - كانت قائدة اسهمت في تقدم النهضة الادبية والنسائية

في العالم العربي .

د - ولدت من أب لبناني وأم فلسطينية

٢ - بعد ان انتقلت مي الى مصر رأت ان تساعد والدها على القيام بنفقات

العائلة ولذلك

أ - عملت في مطبخ احد المصريين

ب - درست اولاد رجل مصري غني

ج - فتحت " صالونا " ادبيا في القاهرة

د - ترجمت بعض الكتب الى العربية

٣ - صدر اول كتاب قصصي لمي

أ - باللغة العربية في لبنان

ب - باللغة العربية في مصر حيث اتقنت العربية تماما

ج - باللغة الفرنسية في مصر

د - باللغة المصرية العامية بعنوان " أزهير حلم "

- ٤ - بلغ حب مي زيادة للادب درجة كبيرة حتى انها
- أ - فتحت " صالونا " ادبيا خاصا بالشعر .
- ب - فتحت " صالونا ادبيا " للكتاب العرب فقط .
- ج - فتحت مدرسة لتعليم الطلبة الاجانب .
- د - فتحت " صالونا ادبيا " كان يجيء اليه مختلف الكتاب من العرب والاوروبيين .
- ٥ - بلغت شهرة مي في الادب درجة عالية
- أ - قبل الحرب العالمية الاولى عندما كانت في مصر .
- ب - بعد الحرب العالمية الاولى عندما اصبحت الأديبة الاولى فى العالم العربي .
- ج - قبل الحرب العالمية الثانية بقليل حينما اتصلت بجبران خليل جبران .
- د - لان ثقافتها كانت فرنسية
- ٦ - تأثرت مي بثقافة الغرب كثيراً
- أ - ولكنها لم تترك عادات الشرق ولا وطنها العربي واهله .
- ب - حيث انها لم تَرَ شيئاً صالحاً فى حياة الشرقيين .
- ج - ولم تكن شرقية .
- د - حتى انها لم تهتم بتعلم اللغة العربية والكتابة بها .
- ٧ - وبالإضافة الى نشاط مي الادبي الذي يظهر فى كتبها الكثيرة
- أ - كانت تهتم اهتماما كبيرا بالرجل ومشاكله مع زوجته فى البيت .
- ب - اعطت المرأة العربية كثيراً من اهتمامها
- ج - تمكنت من ان تسافر الى اوروبا مرات كثيرة .
- د - اشتركت فى الاحزاب السياسية
- ٨ - اشتمل انتاج مي على
- أ - عدد كبير من القصائد فقط
- ب - كتب علمية
- ج - كتب ادبية مترجمة من الالمانية والانكليزية والفرنسية
- د - عدد من المسرحيات

الدرس التاسع

تمرين ٣ : تبين التراكيب اللغوية

ترجم الى الانكليزية مبينا وظائف المصدر
"verbal noun" في كل من

الجملة الآتية وذلك كما في المثل التالي :

The husband spoke longingly.

تكلم الزوج في شوق.

Object of preposition

شوق

- ١- كان البدو يعيشون في الصحاري متنقلين من مكان الى آخر طلبا للماء .
- ٢- كحل لمشكلة الخط العربي اقترح استعمال صورة واحدة لكل حرف سواء كان في اول الكلمة او آخرها .
- ٣- نجد في درس " العرب قبل الاسلام " وصفاً لبعض عادات العرب .
- ٤- لعل من اسباب تسمية عصر ما قبل الاسلام بـ " عصر الجاهلية " ان العرب كانوا لا يؤمنون بالله .
- ٥- أدرك ان عملية الترجمة ليست افضل طريقة لفهم الشعر ولكن هذا اقتراح يمكن ان نعمل به .
- ٦- كانت صحيفة " الجوائب " من اكثر الصحف تأثيرا واحسنها توجيها .
- ٧- عملت لك بيضا خوفا من التأخير .
- ٨- ومرت الايام الاولى والزوج يطير شوقا منتظرا اليوم الذي تدخل فيه زوجته المطبخ .
- ٩- تأخر ظهور الجامعات في مصر حتى عام ١٩٠٨ .
- ١٠- مما لا شك فيه ان فكرة القومية العربية ازدادت انتشارا بفضل شعور العرب بوحدة المصير .
- ١١- تحاول الحكومات العربية اليوم توجيه الطلبة توجيها يرفع من مكانة التعليم المهني .
- ١٢- تنتشر اليوم جريدة " الاهرام " المصرية انتشاراً واسعاً في العالم العربي .
- ١٣- لم يقتصر تأثير الاسلام على النواحي الدينية فقط .
- ١٤- ذهبت سعاد الى السوق مشيا على الاقدام .
- ١٥- قابلت رئيس الجامعة الامريكية مباشرة بعد وصولي الى بيروت .

حول الجمل ١ - ٩ مستعملا " ومع أن " — " إلا أن " — كما في

المثل التالي .

ثم اكمل الجمل ١٠ - ١٣ مستعملا النموذج نفسه .

Bulgaria and Greece belong to one religious sect but they do not form one nationality.

تنتمي بلغاريا واليونان لمذهب ديني

واحد ولكنهما لا تشكلان قومية واحدة . ←

Although Bulgaria and Greece belong to one religious sect, they do not form one nationality.

ومع ان بلغاريا واليونان تنتميان

لمذهب ديني واحد ، انما لا تشكلان قومية

واحدة .

١- تشترك الدول الواقعة على نهر الدانوب في المصالح ولكن هذه المصالح المشتركة

لم توحد بينها .

٢- عاش العرب والأتراك تاريخا واحدا مدة تزيد عن خمسة قرون ولكنهم لم يشكلوا

قومية واحدة .

٣- تسهم اللغة المشتركة في تكوين الشعور القومي ولكنها لا تصلح وحدها ان تكون

اساس القومية .

٤- قال صديقي انه تعب ولكنه صام شهر رمضان كله .

٥- كان صديقي اللبناني غنيا في المهجر الامريكي ولكنه قرر العودة الى بلاده .

٦- كانت الحركة الجماهيرية في روحها واطاعها ولكن عددا من رجال الحكم استطاعوا ان

يؤثروا في توجيهها .

٧- كان الشعر الجاهلي يختص بصور البطولة في الحياة العربية ولكنه تناول مواضيع

اخرى كالحب .

٨- كانت خطيبته قصيرة ولكنها كانت رائعة .

٩- شهدت الامة العربية نهضة تعليمية واسعة ولكن التعليم المهني لا يزال

مأخرا .

١٠- ازدهرت الصحافة موعظا ولكنها — مع ان — الا انها

١١- تتكلم امريكا وبريطانيا لغة واحدة ولكنهما — مع ان امريكا وبريطانيا تتكلمان

لغة واحدة الا انهما —

- ١٢- ان عنوان المقال هو " اركان القومية العربية " ولكنه —
 مع ان — الا انه —
 ١٣- مع ان — الا ان —

تمرين ٨ : تحويل

حول الجملة المصدرية الى مصدر كما في المثل التالي

شعروا بأن الحديقة جميلة ← They felt that the garden is beautiful.

شعروا بجمال الحديقة They became aware of the beauty of the garden.

- ١- شعروا بان الروح ستعود
- ٢- شعروا بان المشكلة صعبة
- ٣- شعروا بان الاقتراح هام
- ٤- شعروا بانها عادت خائبة
- ٥- شعروا بان المشاكل متعددة
- ٦- شعروا بان النهضة الفكرية مزدهرة
- ٧- شعروا بان حل المشكلة ممكن
- ٨- شعروا بان التعبير دقيق
- ٩- شعروا بانهم ينتمون الى قومية واحدة
- ١٠- شعروا بان الحديقة جميلة
- ١١- شعروا بان الطائرة تأخرت عن الوصول

تمرين ١٠ : ربط جمل

اربط ما يلي مستعملا " ان " كما في المثل التالي ثم ترجم الى الانكليزية

زرت الاماكن المقدسة في العام الماضي ← You visited the holy places last year.

بلغني انك زرت الاماكن المقدسة في العام الماضي ← It has come to my attention that you

visited the holy places last year.

- ١ - القومية من المفاهيم السياسية الحديثة . جاء في مقال ل احد المفكرين
- ٢ - أُحِبُّكَ . يكفيك
- ٣ - الدراسات العربية في الولايات المتحدة قد تقدمت تقدما كبيرا في السنوات الاخيرة . يظهر
- ٤ - استطعتم حل هذه المشكلة الصعبة . ادهشني
- ٥ - يهتم بعمله اهتماما كبيرا . يعجبني
- ٦ - درسنا مع استاذ ممتاز . ساعدنا على التفوق

- ٧ - ستزوريني في الشهر القادم • يسعدني
٨ - لم تستطع العودة الى بلادك • احزنني
٩ - حصلت على شهادة الدكتوراه • سرني
١٠ - يجب علينا ان نكون في نيويورك في اقرب وقت ممكن • بلغني

تمرين ١٢ : الاختيار المتعدد

- ١ - كان العاشق يسأل الله في صلاته :
أ - ان يجعل الفتاة توافق على الزواج منه
ب - ان يجعل والدي الفتاة يوافقان على زواجها منه
ج - ان يجعل العاشق الآخر يرفض الزواج بها
د - ان يجعل الفتاة تؤجل الزواج منه
٢ - نفهم من هذه القطعة ان الفتاة قد تزوجت من
أ - العاشق الذي كان يصلي والذي كانت تحبه
ب - العاشق الذي كان يصلي والذي لم تكن تحبه
ج - رجل غيره كان اهلها قد وافقوا عليه اول الامر
د - رجل غيره لم يكن اهلها قد وافقوا عليه اول الامر

تمرين ١٣ : الاختيار المتعدد

- نفهم من الجملة الاخيرة :
أ - ان الخادمة لا تطير الا مرة واحدة بعد الغداء
ب - ان الخادمة ملاك حقيقي وستطير حالا
ج - ان الام ستجعل الخادمة تطير لانها ملاك
د - ان الام ستجعل الخادمة تترك العمل لان الزوج معجب بها

تمرين ١٦ : الاختيار المتعدد

- ١ - كانت الروح الصاعدة الى السماء خائفة لانها
أ - لم تسيء الى احد من اهل الارض
ب - كان مصيرها الجنة
ج - كانت مقبلة على مواجهة قضاتها
- ٢ - استقبل الروح الصاعدة الى السماء
أ - فريق من اهل الجنة
ب - فريق من الملائكة
ج - فريق من اهل النار
- ٣ - عندما قال الصوت : يا عبد الله قدم ما بين يديك ،
أ - رجعت الروح الخائفة الى الارض
ب - سكنت الروح الخائفة
ج - صاحت الروح الخائفة بقوة : لا
- ٤ - كان سؤال القضاة الاول هو :
أ - ما هي اخطاؤك ؟
ب - ما هو دينك ؟
ج - ما هي صلاتك ؟
- ٥ - كان دين الروح هو
أ - اليهودية
ب - المسيحية
ج - الاسلام
- ٦ - كان الصوت يسكت لحظة بعد كل جواب وينظر في
أ - صورة كبيرة
ب - كتاب كبير
ج - القرآن

٧ - عندما سأل الصوت الروح عن أخطائها

أ - قالت : ليس لي أخطاء

ب - قالت : أخطائي بسيطة

ج - ظلت ساكنة

٨ - كان الحكم الذي أصدره الصرت هو ان :

أ - تدخل الروح النار

ب - تدخل تلك الروح الجنة

ج - تعود الى الارض

٩ - كان ذلك الفريق من اهل الجنة هناك لانهم

أ - صعدوا الى السماء منذ زمن طويل

ب - عاشوا قبل ظهور الاديان على الارض

ج - عاشوا ولم يسيئوا الى احد من الناس

تمرين ١٧ : ملء الفراغ

١ - تتطلب الروح القومية شعورا بوحدة المصير والمصالح —

أ - المشتركة

ب - المختلفة

ج - الشرقية

د - الغربية

٢ - البدوي كريم ويعرف ايضا بالبطولة و —

أ - الخضوع

ب - الخوف

ج - الشجاعة

د - التوفير

- ٣ - القى مدير المشروع خطبة مدح فيها الموظفين على —
أ - تأخرهم
ب - خضوعهم
ج - كرمهم
د - تعاونهم
- ٤ - لقد نسي ابنه اللغة العربية لأنه عاش معظم حياته في —
أ - الجزيرة العربية
ب - المهجر
ج - الطهي
د - ليبيا
- ٥ - همس في اذني ولكنني لم اسمعه بسبب — الطائرات
أ - فريق
ب - خط
ج - اصوات
د - قوة
- ٦ - كان يتسأل دائما عن — حل لهذه المشكلة
أ - فاضل
ب - افضل
ج - صغير
د - اصغر
- ٧ - كان بعض القدماء يعذبون العبيد في — مختلفة
أ - ملاهي
ب - مناسبات
ج - مطاعم
د - جوامح

٨ - من المستحيل ان يأكل صديقي اللحم سواء كان فى الهند — فى اوريا

أ - الى

ب - ام

ج - عن

د - على

٩ - كان يخاف من الطائرات ولكنه وافق اخيرا على ان — الطائرة معي
عندما سافرنا الى اوريا .

أ - يخرج

ب - يكرم

ج - يركب

د - يصوّر

١٠ - عندما ذهبنا لزيارة الاهرام فى القاهرة حاول ابني الصغير ان —
الى اعلى الهرم الاكبر

أ - يصوّر

ب - يهيمس

ج - يصعد

د - يطمان

تمرين ١٨ : تركيب الجمل

ضع الكلمات التالية فى جمل مفيدة

حرّم ، صعد ، مصير ، عبد ، عدو ، بسبب ، فاضل ،

ملك ، خلط ،

- ۱ - نفهم من كلام الشيخ في قطعة " اصلاح " انه
 - أ - لو تكلم القوم عن الاصلاح كثيرا لآمنوا به
 - ب - لو آمن القوم بالاصلاح لقالوا اكثر مما يعلمون
 - ج - لو آمنت قلوب القوم بالاصلاح لتكلموا ولم يفعلوا
 - د - لو آمن القوم بالاصلاح لعطوا به كثيرا
- ۲ - معنى كلام الشيخ في قطعة " كذب " ان الرجل الحاكم
 - أ - اخذ يكذب كثيرا لان الشعب ادّبه
 - ب - لا يكذب ابدا لان الشعب ادّبه
 - ج - يكذب لان الشعب لم يؤدّبه بعد الكذبة الاولى
 - د - لم يكذب بعد الكذبة الاولى
- ۳ - يرى الاستاذ الشيخ
 - أ - ان الاخوان السيئين هم اكثر من الاخوان الصالحين
 - ب - الاخوان الصالحين هم اكثر من الاخوان السيئين
 - ج - ان الاخوان الصالحين يساوون السيئين في العدد
 - د - ان الاخوان الصالحين لا يمكن ان نجدهم في الجنة

الدرس العاشر

تمرين ٨ : تحويل .

حوّل الفعل المتعدي الى مفعولين " الى المجهول كما في المثل التالي :

He gave the slave girl 2 dinars.

أعطى الجارية دينارين .

The slave girl was given 2 dinars.

أعطيت الجارية دينارين .

Two dinars were given to the slave girl.

أُعطِيَ ديناران للجارية .

١ - منحت الجامعة الطلاب المتفوقين جوائز كثيرة .

٢ - اعطاه والده كثيرا من المال .

٣ - وهبني صديقي كتابا جميلا .

٤ - وفّى الاسلام كل ذي حق حقه .

٥ - وهب الله مصر النيل .

٦ - اعطى المستمع الكريم هدية للمذيعة الجميلة .

تمرين ٩ : ربط جمل .

اربط كلاً من الجمل التالية بالفعل الذى يليها وذلك كما في المثل التالى :

هو بطل عظيم . نعتبر — نعتبره بطلا عظيما . • He is a great hero. Consider.

We consider him a great hero.

١ - هو مستشرق مشهور . نعتبر

٢ - هى فتاة جميلة جدا . اعد

٣ - هم اصدقاء مخلصون . ظننت

٤ - هنّ نساء كثيرات الكلام . يحسب

٥ - هو استاذ ممتاز . نجد

٦ - هم رجال كرام . نرى

٧ - سعاد طالبة ذكية . اخال

٨ - استاذي رجل كبير القلب . عرفت

٩ - هي واخي زوجان سعيدان . نعتبر

١٠ - امريكا دولة غنية وقوية . يعتبر الجميع

تمرين ١٠ : ربط جمل

اربط كل من الجمل التالية بالفعل الذى يليها وذلك كما فى المثل التالي :

1. He became president of the republic. ← انتخبوا . اصبح رئيسا للجمهورية
2. They elected him as a president of the republic. ← انتخبوه . رئيسا للجمهورية

- ١ - اصبح مديرا عاما لوزارة التربية . عينت الدولة
- ٢ - اصبحت رئيسا لوفد لبنان الى الامم المتحدة . اختاروا
- ٣ - اصبحت مدرسة للغة الانكليزية . عينت الجامعة
- ٤ - اصبحتم مسؤولين عن برامج التعليم . جعلوا
- ٥ - اصبحت بيروت مركزا للتجارة الدولية . صيّر الاقتصاد الحر
- ٦ - اصبحوا رؤساء للجان الامتحانات . جعلنا

تمرين ١١ : تحويل

حوّل الى " فعل متعدالى مفعولين " كما فى المثل التالى :

I learned from my friend that the educational programs have changed. He told. علمت من صديقي ان برامج التعليم تغيرت . اعلم .
My friend told me that the educational programs have changed. اعلمني صديقي ان برامج التعليم تغيرت .
(أ)

- ١ - سمعنا ان اخاك سافر الى فرنسا . اسمعوا
 - ٢ - قرأوا ان الدراسات القرآنية فى تقدم مستمر . اقرأ
 - ٣ - رأيتم من خلال هذه المحاضرة ان الشرق الاوسط يواجه مشاكل اجتماعية وسياسية واقتصادية كثيرة . ارى
 - ٤ - تعلمت ان تكون دقيقة فى دراستها . علمنا
 - ٥ - اذكّرت اننا التقينا للمرة الاولى عام ١٩٦٥ . ذكّرت
- (ب)

- ١ - شرين الخمر . شربوا
- ٢ - دخلتم المدينة . ادخلوا
- ٣ - صار لبنان مركزا هاما للتجارة . صيّر
- ٤ - تزوجت ابن عمها . زوّجت
- ٥ - تناولت الكتاب . تناولتم

تمرين ١٢ : الاختيار المتعدد .

- ١- يتناول القسم الاول من المقال
- أ - زيادة عدد الطالبات في الجامعة الاردنية التي افتتحت سنة ١٩٦٥ .
- ب - زيادة عدد الطالبات في الجامعة الاردنية التي افتتحت سنة ١٩٦٣ .
- ج - خروج الطالبات الاردنيات الى الاقطار المجاورة قبل افتتاح الجامعة الاردنية .

٢- قبل تأسيس الجامعة الاردنية

- أ - لم يكن هناك جامعات في الاردن لعدم وجود جامعة .
- ب - هناك جامعات درسن خارج البلاد
- ج - كانت الجامعات في الاردن غير اردنيات

٣- يتناول القسم الاخير

- أ - المواضيع التي تدرّسها الجامعة الاردنية اليوم .
- ب - المواضيع التي تخصصت فيها الفتيات الاردنيات .
- ج - المواضيع التي تخصصت فيها الفتيات غير الاردنيات

تمرين ١٣ : الاختيار المتعدد - ملء الفراغ

إملاء الفراغ بالكلمة المناسبة من الكلمات الخاصة بكل جملة

أ -

١- يحب صديقي الفنون الجميلة وخاصة ———

أ - الموسيقى

ب - الكيمياء

ج - الطب

د - الحساب

٢- تستطيع مشاهدة التمثيليات في ———

أ - المطبخ

ب - المكتب

ج - المسرح

د - المصنع

٣- لم تكن للروح أخطاء فصعدت الى السماء وهى ———

أ - خائفة

ب - مطمئنة

ج - حزينة

د - متأخرة

٤- قررت الدول العربية توفير التعليم الابتدائى لكل ———

أ - المعلمين

ب - المواطنين

ج - المترجمين

د - الاساتذة

٥- بيروت مدينة سياحية جميلة يقصدها كثير من ———

أ - السائح

ب - السواح

ج - العمال

د - الفلاحين

٦- تجمع الدول العربية كثير من المصالح الاقتصادية ———

أ - المشتركة

ب - المشتركة

ج - الشركة

د - الاشتراكية

٧- انه لا يأكل خلال شهر رمضان لانه ———

أ - نائم

ب - صائم

ج - مسرور

د - مشهور

٨- لكي نستخدم المكتبات بصورة فعّالة يجب علينا اولا ان نرفع —

أ - كتبها

ب - قراءها

ج - مستواها

د - مكانها

٩- اذا اردنا ان نطوّر الصناعة فى البلاد فيجب اولا تشجيع برامج التعليم —

أ - النظري

ب - المهني

ج - الاجنبي

د - الخيالي

١٠- يحتوى هذا الكتاب على ٣٥٠ —

أ - صحيفة

ب - كلمة

ج - صفحة

د - صفحات

١١- دمشق مدينة خضراء تحتوي على كثير من —

أ - الصحارى

ب - الملاهى

ج - الحدائق

د - الفرق

١٢- ان زيادة عدد القراء وارتفاع عدد الصحف المباعة يدل على ان الصحافة —

أ - مزدهرة

ب - متأخرة

ج - بسيطة

د - زائدة

١٣- يسمح الانسان ب —————

أ - العين

ب - الاذن

ج - القلب

د - اليد

١٤- تهم التطورات فى النواحي الزراعية بصورة خاصة —————

أ - الاساتذة

ب - الطلاب

ج - الفلاحين

د - الجماهير

ب -

١- ————— بعد ان سمع الاخبار السارة .

أ - ابتسم

ب - بكى

ج - صعد

د - استحال

٢- ————— البلاد العربية فى القرن التاسع عشر نهضة فكرية شاملة

أ - وقعت

ب - حاسبت

ج - شاركت

د - شهدت

٣- تعتبر القومية ————— اجتماعية وسياسية جديدة

أ - مذهب

ب - اسرة

ج - طابع

د - ظاهر

- ٤- كان بطرس البستاني ——— الافتتاحيات والمقالات فى مجلته " الجنان "
- أ - يعدد
ب - يرفع
ج - يحزر
د - يمنح
- ٥- سيحود مسرعا فقد قال انه سيبقى هناك ——— واحدة فقط .
- أ - ساعة
ب - لحظة
ج - شهر
د - عام
- ٦- ——— محمد علي والي مصر بارسل بعثة علمية الى فرنسا .
- أ - طلب
ب - علّق
ج - ضمّ
د - أمر
- ٧- ——— استاذنا طريقة جديدة فى تعليم اللغة الاجنبية .
- أ - اطمأن
ب - يصلح
ج - يستخدم
د - يستند
- ٨- تحصل الصحف على اموال كثيرة وذلك عن طريق نشر ——— التجارى يوميا .
- أ - الرواتب
ب - التفاهم
ج - المستويات
د - الاعلانات
- ٩- ——— على بدء النهضة التعليميه الحديثه فى العالم العربي اكثر من قرن ونصف القرن .

١- زاد

ب- مضى

ج- غلب

د- اصدر

١٠- _____ الحكومة اللبنانية للسواح جميع ما يحتاجون اليه من الفنادق والمطاعم والملاهي :

١- وفّرت

ب- واصلت

ج- تذكّرت

د- ميّزت

١١- اللغة والدين والتاريخ والمصالح المشتركة هي من اهمّ _____ القومية .

١- اشكال

ب- اركان

ج- اوامر

د- مشكلات

١٢- ما هي _____ بين نيويورك وواشنطن ؟

١- الموقع

ب- الجائزه

ج- المسافه

د- المتوسط

١٣- يذيع الراديو كل صباح برنامجا خاصا بـ _____ العالميه .

١- الانبياء

ب- الاعلانات

ج- الميادين

د- مقاييس

١٤- _____ الصحف على تخصيص صفحة للفلاحين واخرى للطلاب وثالثة للعمال .

١- اعتادات

ب - حقت

ج - شغلت

د - ملأت

١٥- ان ————— الحكومة من زيادة رواتب خريجي المعاهد المهنية هو تشجيع

التعليم المهني .

أ - عاطفة

ب - عامل

ج - غرض

د - خمر

١٦- اشار صاحبى الى البناء الذى ————— امس

أ - غطاه

ب - اشتراه

ج - اخفاه

د - زرعه

١٧- عرف الحضر الذين يسكنون فى جنوب الجزيرة العربية وشمالها بالزراعة

اما البدو فقد عرفوا ب —————

أ - التنقل

ب - الصناعة

ج - التجارة

د - السياحه

١٨- اتذهب معي الى السينا هذه الليلة ؟

آسف ، لا استطيع الخروج هذه الليلة لانني اشعر ب —————

أ - قوة

ب - رائد

ج - تعب

د - اطمئنان

١٩- نسيت الاكله على النار لمدة طويله وهكذا —————

أ - احترقت

ب - انتشرت

ج - اجتمعت

د - ازدادت

٢٠- كان من نتائج ————— الاسلامى خارج الجزيرة العربية اشتراك عدد من القوميات فى بناء حضارة عالمية .

أ - الاقتصاد

ب - التوسع

ج - الانتقال

د - الاستمرار

تمرين ١٤ : الاختيار المتعدد

١ - تكلم رشدى المعلوف فى هذه المقالة عن هجرتي اللبنانيين :

أ - هجرة الى امريكا واخرى الى استراليا .

ب - هجرة الى الولايات المتحدة واخرى الى كندا .

ج - هجرة الى العالم الجديد وهجرة لايجاد عمل فى دوائر الدولة اللبنانية .

د - هجرة الى اوروبا واخرى الى اسيا .

٢- فى هذه المقالة حاول رشدى المعلوف ان

أ - يمدح اخلاق الحكومة لانها تركت شباب لبنان يهاجرون الى الخارج .

ب - يوجه اهتمام الحكومة الى ضرورة وقف زيادة عدد الموظفين .

ج - هجرة اللبنانيين الى الخارج .

د - يطلب من المغتربين اللبنانيين العودة الى لبنان .

٣- درس الكاتب اللبناني نتائج الهجرتين فوجد ان

أ - كثرة الموظفين الرسميين تكون مشكلة كبيرة للمواطن اللبناني .

ب - المهاجرين الى امريكا اقل نفعا من المهاجرين الى الحكومة .

ج - على الحكومة ان تشجع هجرة اللبنانيين الى الخارج لانهم يرسلون كثيرا

من اموالهم الى لبنان .

د - رغبة اللبنانيين للعمل فى دوائر الحكومة قليله .

الدرس الحادى عشر

تمرين ٦ : ترجمة

ترجم الجمل التالية مبينا استعمال الجملة المصدرية (noun clause)

People are afraid to die.

يخاف الناس ان يموتوا . (مفعول به)

- ١ - ليس من المستحيل ان يكون مصري الجنسية .
- ٢ - *اعتاد كل حزب سياسى ان يصدر جريدة .
- ٣ - من اصعب الامور ان نحدد اركان *اي قومية .
- ٤ - كلمة كتب من الممكن ان تقرأ " كَتَبَ " او كَتَبَ .
- ٥ - كان لابد للمرأة التي تريد ان تملك قلبه من ان تعرف كيف تطبخ الأكلات اللذيذة .
- ٦ - هذا اقتراح يمكن ان تعمل به .
- ٧ - قراءة الخط العربي تتطلب من القارئ ان يعرف ما يجب استعماله من الحركات القصيرة .
- ٨ - ما يجب ان يهتما هو العمل الصالح لا الاقوال .
- ٩ - هناك ام تشترك مع غيرها في اللغة بدون ان تشترك معها في القومية .
- ١٠ - كان السبب في سفره ان يكون اماما دينيا لا طالبا من طلاب العلم .
- ١١ - اذا اردنا تسمية اهم رواد النهضة الحديثة فلا بد من ان نذكر رفاعة الطهطاوي .
- ١٢ - لم اتمكن من ان اترجم الآيات القرآنية التي طلب مني ترجمتها .
- ١٣ - البدو معتادون على ان يعيشوا في المناطق الحارة .
- ١٤ - امرني استاذي ان ادرس كل موضوع بالتفصيل قبل ان اعطي اراء عامة عن ذلك الموضوع .
- ١٥ - انا الآن قادر على ان اتحدث باللهجة المصرية بسهولة

تمرين ٧ : تحويل

حول مبدلا عبارة " ما كاد " بعبارة " بمجرد " كما فى المثال التالي :

I scarcely leave home when I feel

لااكاد ابعد عن بيتي حتى اشعر

strangeness.

بالغربة . ←

I feel strangeness immediately upon
leaving home.

اشعر بالغربة بمجرد بعدي عن بيتي .

- ١- ما كاد يصل الى امريكا حتى اصبح مدرسا في الجامعة .
- ٢- ما كادت الطائرة تقترب من المطار حتى عادت اليها الطمأنينة .
- ٣- ما كادا يلتقيان مرة اخرى حتى تزوجا .
- ٤- لا اكاد اركب الطائرة حتى اشعر بالخوف
- ٥- ما كادوا يبدأون الاجتماع حتى اختاروا مرشحهم
- ٦- ما كادت الثورة تنتشر في البلاد حتى اعترفت الدول الكبرى بحكومتها
- ٧- ما كاد يدخل الى البيت حتى طلب من زوجته ان تطبخ له الكباب
- ٨- لم يكد يصل الى لبنان حتى سافر الى بعلبك
- ٩- ما كادوا يجتمعون معا حتى وقع الاختلاف بينهم
- ١٠- ما كادت تخرج معه حتى وقعت في حبه

تمرين ٨ : ملء الفراغ

- ١ - املأ الفراغ باحد الحروف او الكلمات التالية " و ، الان ، قط ، اذا ، أمس ، اولا ، ايضا ، فقط ، هكذا ، هناك ، بعد ، قبل ، فوق ، ربما ، فحسب ، الا ان ، هنا .
- ١ - لماذا لم يصل حتى الآن ؟
_____ ، لانه مريض ، وثانيا ، لانه لا يملك اجرة الطائرة
- ٢ - واعلم ما فى اليوم وال _____ قبله
ولكنني عن علم ما فى غد عم
- ٣ - هل قال المدير ان الاجتماع سيكون فى الساعة الثامنة
قبل الظهر او _____ الظهر ؟
- ٤ - لا تقوم القومية العربية على اللغة الواحدة فحسب بل
على المصالح الاقتصادية المشتركة _____ .
- ٥ - لقد فقد كتابه وظل يبحث عنه هنا و _____ ولكن لم يجده .
- ٦ - قد ازورك غدا و _____ بعد غد .
- ٧ - قد تحملت فى الحب _____ ما يتحمل الناس .

blind

- ٨ - لا يستطيع ان آكل كثيرا ، وسأكتفي بقطعة صغيرة من اللحم —
- ٩ - لا يعرف الاسبانية — انه يتكلم الانكليزية والفرنسية جيدا .
- بـ املاً الفراغ بأحد الحروف او الكلمات التالية :
- متى ، لماذا ، كيف ، اين ، لما ، حيث ، نعم ، اذا ب ، ل ،
- ان ، از ، أم ، اي ، بل ، ثم ، ألا ، كأن ، لان ، لم ، لن .
- ١ - هل تعرف اين و — ولد النبي محمد ؟
- ٢ - جاء جميع الطلاب — سعيدا لانه مريض .
- ٣ - بنى المنصور عاصمته في العراق — كان يكثر اصدقاء العباسيين .
- ٤ - سأفعل ما اريد ان قبلُ بذلك — لم يقبل .
- ٥ - سأبدأ بدراسة الشعر العربي الحديث — ادرس الشعر الجاهلي .
- ٦ - انا لم افعل هذا في حياتي قط و — افعله ما دمت حيًا .
- ٧ - اشعر بالسعادة و — بيتكم الجنة .
- ٨ - كان يستمع الى الاخبار العالمية و — بالراديو يسكت
- ٩ - نقول إنه " وضع النقاط على الحروف " — انه تكلم بوضوح .

تمرين ٩ : اشتقاق

اعط اسم المكان من الافعال التالية :

- | | | |
|---------|----------|----------|
| ١ - طبخ | ٨ - وقع | ١٥ - وقف |
| ٢ - جلس | ٩ - كتب | ١٦ - جمع |
| ٣ - كان | ١٠ - ملك | ١٧ - حلّ |
| ٤ - وضع | ١١ - طار | ١٨ - درس |
| ٥ - زار | ١٢ - هجر | ١٩ - رجع |
| ٦ - صنع | ١٣ - زاد | ٢٠ - سجد |
| ٧ - مرّ | ١٤ - قصد | ٢١ - سكن |

تمرين ١٠ : الاختيار المتعدد

- ١ - عُرِفَ قاسم امين بدفاعه عن حقوق
 - أ - العمال في المصانع المصرية
 - ب - الذين يعملون في مناصب قضائية
 - ج - النساء في المجتمع العربي
 - د - الذين يعلمون في المدارس الاوربية
- ٢ - يرى قاسم امين ان من الخطاء ان نقول
 - أ - ان احسن خدمة توءديها المرأة للمجتمع هي تربية الاولاد .
 - ب - يجب على المرأة ان تتعلم لتقوم بواجبها على احسن وجه .
 - ج - ان تجد المرأة سعادتها في نفسها لا في الآخرين .
 - د - ان المرأة ملك للرجل يفعل بها ما يريد .
- ٣ - طالب قاسم امين
 - أ - بان تبقى المرأة داخل المطبخ والبيت
 - ب - بان لاتخرج المرأة عن حياتها وتقاليدھا القديمة .
 - ج - بان لا يقتصر عمل المرأة على الطبخ وتربية الاولاد فقط .
 - د - بضرورة بقاء المرأة بعيدة عن الرجل في الحفلات العامة .

تمرين ١١ : ملء الفراغ

- الـمـلـاھـي ، المعاهد ، الامام ، ذات ، الموسيقى ، نصيب ،
الخلافة ، عن ، تقح ، بالنسبة الى ، محدود ، بحيث ، الطابع ،
ضرورة ، بينما .
- ١ - كانت بغداد مركز _____ الاسلامية لمدة طويلة .
 - ٢ - _____ مدينة بغداد على نهر دجلة .
 - ٣ - تحيط الانهار ببغداد _____ يصعب على العدو الوصول اليها .
 - ٤ - بلغ سكان بغداد ايام الرشيد اكثر من مليون نسمة وهو عدد كبير
_____ ذلك العصر .
 - ٥ - لمدينة بغداد اثر كبير في الأدب و _____ العالمية .

- ٦ - فى مدينة بغداد كثير من المصانع والمساجد ، والمتاحف و ————— العلمية .
- ٧ - تحمل كثير من اسواق بغداد ————— الشرقى .
- ٨ - تكثر المقاهي والمطاعم و ————— فى شارع ابي نواس
- ٩ - لُقِّبَ الشيخ محمد عبده بلقب ————— لمكانته الدينية .
- ١٠ - زاد عدد الخريجين ————— الف طالب وطالبة .
- ١١ - ان الاميَّة مشكلة اجتماعية ————— نتائج سيئة .

تمرين ١٢ : الاختيار المتعدد

١- بدأت النهضة الفكرية فى العالم العربى سنة

أ - ١٧٠٠

ب - ١٨٠٠

ج - ١٩٠٠

٢ - صدرت صحيفة " التنبيه " بأمر

أ - نابليون

ب - محمد علي

ج - رفاعة الطهطاوي

٣ - صدرت صحيفة " التنبيه " لكي

أ - تصف الحملة الفرنسية على مصر

ب - تذيب اوامر محمد علي

ج - تنشر اخبار مصر وتذيب اوامر الحكومة

٤ - جريدة الدولة الرسمية فى مصر الآن هي

أ - الاهرام

ب - الوقائع المصرية

ج - الجمهورية

٥ - تصدر صحيفة " الاهرام " الآن فى مدينة

أ - الاسكندرية

ب - القاهرة

ج - اسطنبول

- ٦ - الامام محمد عبده هو
- أ - من اهم رجال الصحافة الذين اسهموا في تحرير جريدة " التنبيه "
- ب - من اهم الذين شاركوا في تحرير جريدة الوقائع المصرية
- ج - من اهم الذين اسهموا في تحرير جريدة الاهرام
- ٧ - اصدر صحيفة " الجوائب " احمد فارس الشدياق
- أ - في مدينة الاسكندرية عام ١٨٧٥
- ب - في مدينة بغداد عام ١٨٣٣
- ج - في مدينة استانبول عام ١٨٦٠
- ٨ - ظهرت جريدة "المبشر" سنة ١٨٤٧
- أ - في العراق
- ب - في الجزائر
- ٩ - معنى العبارة " والصحيفة العربية " كخيرها من صحف العالم —
- هو ان الصحيفة العربية
- أ - غير صحف العالم الاخرى
- ب - تختلف كثيراً عن صحف العالم
- ج - مثل صحف العالم الاخرى
- ١٠ - اسهمت الصحافة العربية في الحياة الحزبية لانها
- أ - تعبّر عن سياسة الدولة
- ب - تكون حزياً سياسياً او اكثر
- ج - تنشر سياسة الاحزاب وآراءها ومبادئها

تمرين ١٣ : تركيب جمل

- استعمل الكلمات التالية في جمل مفيدة .
- منتوجات ، محدودة ، نصيب ، رائج ، قبائل ، سبق ، حينئذ ،
- قرب ، اغلبية ، ضعيف ،

تمرين ١٤ : الاختيار المتعدد

- ١ - ان هدف الكاتب من هذه الرسالة هو
 - أ - إعداد حفيدته لكي تكون امرأة صالحة في المجتمع
 - ب - إظهار الصفات التي يتميز بها الرجل عن المرأة
 - ج - التقليل من قيمة المرأة في المجتمع وعدم مساواتها للرجل
- ٢ - تدل هذه الرسالة على ان كاتبها
 - أ - لايهتم بمشاكل المرأة ومستقبلها
 - ب - يطالب بعدم رفع مكانة المرأة في المجتمع بحيث تصبح مساوية للرجل
 - ج - مفكر اتخذ الكتابة مهنة وعرف باهتمامه الشديد بمسألة تحرير المرأة من التقاليد والعادات القديمة
- ٣ - يقول الكاتب ان فالتينا تشيريكوفا
 - أ - افضل مثل على ان المرأة لا تقوى على القيام بما يقوم به الرجل
 - ب - اعطتنا مثالا على قدرة المرأة ومساواتها للرجل دون تمييز
 - ج - اكثر من كريستين كيلر جمالا وجاذبية
- ٤- يرى الكاتب ان الرجل والمرأة متساويان في القوة والضعف، لذلك يجب ان
 - أ - نعامل المرأة كما نعامل الرجل
 - ب - لا نساوي بين الرجل والمرأة في المجتمع
 - ج - نعامل المرأة معاملة افضل من معاملة الرجل
- ٥- يساوي الكاتب بين استعمار شعب لآخر وبين تسلط
 - أ - الغني على الفقير
 - ب - الرجل الابيض على الاسود
 - ج - الرجل على المرأة

الدرس الثامن عشر

تمرين ٩ : تبين الممنوع من الصرف :

Underline the diptote in the following ضح خطا تحت الممنوع من الصرف

words:

من بين الكلمات التالية :

١ - اعظم	٦ - قطعه	١١ - قدامى	١٦ - مستعد
٢ - شجاعة	٧ - صغرى	١٢ - معين	١٧ - اغنياء
٣ - اساليب	٨ - مسكين	١٣ - سوداء	١٨ - صحراء
٤ - موافقة	٩ - اخرى	١٤ - طرف	١٩ - السودان
٥ - هدائق	١٠ - تعذيب	١٥ - رؤساء	٢٠ - شيطان

تمرين ١٠ : تحويل .

Give the dual:

اعط المثنى :

١ - صحراء	٤ - اولى	٧ - اخرى
٢ - محل	٥ - طالبة	٨ - ملهى
٣ - حزب	٦ - معنى	٩ - سوداء

تمرين ١١ : الاختيار المتعدد .

نفهم من هذه النكتة :

- أ - ان الرجل الآخر كان ينظر فعلا الى رسالة الزواج .
- ب - ان الرجل الآخر لم يكن ينظر الى الرسالة
- ج - ان الزوج لم يكتب شيئا عن الرجل الآخر .
- د - ان الزوج كتب فى رسالته جميع الاشياء التى يود قولها لزوجته .

تمرين ١٢ : الاختيار المتعدد .

عنوان النكتة " عندها كل شيء " يعنى بان

- أ - الزوجة عندها كل ما عند الزوج .

- ب - الزوجه عندها شهادة جامعية .
ج - الزوج يملك الزوجة .
د - الزوجة تملك الزوج .

تمرين ١٣ : الاختيار المتعدد .

- ان السرفى هذه النكتة هو ان كلام الأم يعني ان
أ - ابنتها تريد الزواج الآن .
ب - الاب يريد تزويج ابنته الآن .
ج - لم يكن زوجا مناسباً .
د - الام لا تريد تزويج ابنتها الآن .

تمرين ١٤ : ملء الفراغ .

املاً الفراغ بالكلمة المناسبة من الكلمات التالية :
" الصوم ، بسيطة ، قوة ، السماء ، اخطاء ، لحظة ، صفحة ،
فريق ، مصير ، ساعة الحساب ، النار ، بارز ، عاطفة ، ملء ،
ضعيف "

- ١ - تصعد كل روح الى — بعد الموت .
- ٢ - كانت الروح خائفة لانها كانت مقبلة على — —
- ٣ - ان — الروح هو الجنة او النار .
- ٤ - اذا لم تكن للروح — فانها تدخل الجنة .
- ٥ - اذا كانت للروح اخطاء كثيرة فانها قد تدخل —
- ٦ - قالت الروح بان من المستحيل ان تدخل النار لان اخطاءها —
- ٧ - يستقبل — من الملائكة كل روح تصعد الى السماء .
- ٨ - كانت الروح تشعر ب — الصوت الذى كان يتكلم معها .
- ٩ - كان الصوت يسكت — بعد كل جواب .
- ١٠ - تشير القصة الى ان لكل انسان — باعماله .
- ١١ - ان رمضان هو شهر —

تمرين ١٥ : ملء الفراغ .

املاً الفراغ بحرف جر مناسب :

- ١- اسس المنصور بغداد بعد قيام الدولة العباسية — سنوات .
- ٢- تقع بغداد — نهر دجلة
- ٣- سألتني بصدقي — الساعة الخامسة والسادسة مساء .
- ٤- يحاسب القضاة كل روح — أخطائها .
- ٥- قال فريق من اهل الجنة نحن هنا — زمن طويل ، — ظهور الاديان .
- ٦- — الجدير بالذكر ان التعليم في المساجد كان مقتصرًا — علوم اللغة والدين وبعض مبادئ الحساب .
- ٧- كانت جامعة القاهرة تُعرف — اسم الجامعة المصرية .
- ٨- جاءت النهضة التعليمية في الاقطار العربية متأخرة بالنسبة — مصر .
- ٩- تحاول وزارات التربية تيسير التعليم — اكبر عدد — المواطنين .
- ١٠- تشرف وزارات التربية — معظم المدارس في البلاد العربية .
- ١١- كان الطهطاوي مطلعاً — الثقافة والفنون الاوروبية .
- ١٢- دعا البستاني — تعليم المرأة .
- ١٣- كان الطهطاوي قادراً — الترجمة من الفرنسية — العربية .
- ١٤- حاول الكاتب ان يحدد مفهوم القومية — دقة
- ١٥- زادت الحكومات العربية عدد الطلاب الذين يدرسون في الجامعات الاجنبية ووفرت لهم كل ما يساعدهم — الاستفادة — اقامتهم — الخارج .
- ١٦- تلعب الصحافة دوراً فعالاً — توجيه الرأي العام .
- ١٧- خلطت الزوجة اللحم — البيض

تمرين ١٦ : الاختيار المتعدد - ملء الفراغ

- ١ - لقد — الادب المهجري مكانة عالية في الادب العربي الحديث .
- ١ - شغل

- ب - اقترح
ج - انقسم
د - فصل
- ٢- دراسة اللغة اللاتينية ———— صعبة .
- أ - مساوىء
ب - عملية
ج - مناسبة
د - مرة
- ٣- كان الشوق يعذبه لانهم ——— من العوده الى وطنه واهله .
- أ - صوره
ب - ملأ و ه
ج - بعثوه
د - منحوه
- ٤- عمل الرئيس " ابرهام لنكولن " فى سبيل حرية ——— فى امريكا
ومساواتهم مع غيرهم من المواطنين .
- أ - العبيد
ب - البيض
ج - الابطال
د - الحكومة
- ٥- يحتفل المسلمون بعدد من ——— الدينية كل سنه
- أ - البيئات
ب - المناسبات
ج - العمليات
د - الاقتراحات
- ٦- واخيرا استطاع صديقي ——— لغة اجنبية جديدة خلال بقاءه فى اوروبا
- أ - تصدير
ب - تمويل

ج - اكتساب

د - تصوير

٧ - وبينما كان يستمع الى قصتي ، كنت — اذا كان سيوافق على كل ما جاء فيها .

أ - اتساع

ب - اصبح

ج - املا

د - اكتسب

٨ - ان الطائرة الرائعة الجديدة التي صنعها في فرنسا وانكلترا مثال على — الطيران الحديث .

أ - خيبة

ب - انقسام

ج - تفوق

د - تأخر

تمرين ١٧ : الاختيار المتعدد .

١ - يقول الكاتب :

أ - ان سيادة اية دولة اليوم تقتصر على الناحية السياسية فقط .

ب - ان البلدان العربية لا تحتاج الى السيطرة على مواردها الاقتصادية

ج - ان الاستقلال والتحرر السياسي اليوم لا يكفيان لتحقيق السيادة

لاي بلد بل يجب على هذا البلد ان يتحرر اقتصاديا .

٢ - ان مشكلة العالم العربي في نظر الكاتب هي

أ - عدم استقلاله السياسي

ب - انخفاض مستوى الانتاج الاقتصادي والحاجة الى رفع مستوى

معيشة الشعب .

ج - وجود عدة دول عربيه وقلة التعاون الاقتصادي بينها .

- ٣- ان ضعف الانتاج في البلدان العربية يعود الى
- أ - التبعية الاقتصادية .
 - ب - قلة الموارد الطبيعية .
 - ج - تنقل البدو في الصحاري .
- ٤ - معظم المواطنين العرب يعملون في
- أ - الزراعة
 - ب - التجارة
 - ج - الصناعة
- ٥- من اسباب عدم زيادة الانتاج الزراعى فى البلاد العربية
- أ - عدم وجود الماء الكافي
 - ب - انتشار البدو فى الصحاري
 - ج - اعتماد الفلاح العربي على الوسائل القديمة فى الزراعة
- ٦- ان الدخل الفردى السنوى في البلاد العربية
- أ - قد زاد كثيرا وادى الى ارتفاع مستوى المعيشة ارتفاعا كبيرا لكثرية السكان
 - ب - ما زال على درجة منخفضة بالمقارنة مع الدخل الفردى فى الدول المتقدمة
 - ج - يمثل اعلى نسبة فى العالم
- ٧ - الدول العربية
- أ - لا تستخدم كل القوى العاملة الموجودة لديها
 - ب - بحاجة الى الايدى العاملة من البلدان الاجنبية
 - ج - اشتهرت بتقدمها الزراعي والصناعي
- ٨ - البلدان العربية الغنية بالزيت
- أ - تقتصر على بيع الزيت الخام فقط .
 - ب - تستخدم الزيت لبناء الصناعة الوطنية
 - ج - لا تصدر الزيت الى الخارج .
- ٩- من مظاهر التبعيه الاقتصادية
- أ - ان الدول المتخلفة فى العمل الاقتصادي تتمتع بسيادة تامة .
 - ب - ازدهار الاقتصاد فى البلدان الحديثة الاستقلال .
 - ج - خضوع الدول المتخلفة للدول المتقدمة فى استغلال مواردها الطبيعية .

الدرس الثالث عشر

تمرين ٨ : تحويل .

حوّل الى " من + صفة + جملة مصدرية (Noun clause) " كما
في المثل التالي :

We have accepted the principle which
says that might is right.

قبلنا المبدأ القائل ان القوة هي

الحق . صعب ←

It is difficult for us to accept the principle
that might is right.

من الصعب ان نقبل المبدأ القائل

ان القوة هي الحق .

- ١ - يسود السلام اذا ارادت الدول الكبرى ذلك . سهل
- ٢ - فتح الانسان قلبه لاخيه الانسان . جميل
- ٣ - يسيء الحكام الى مصالح شعوبهم . قبيح
- ٤ - لا يهتم اللغويون العرب بدراسة اللهجات . غريب
- ٥ - ذكرنا أنَّ الحضارة العربية اثرت في الحضارات الاخرى . جدير
- ٦ - تحكم فلسطين اقلية اوروبية . عجيب
- ٧ - اضيف قسم جديد الى كلية العلوم الانسانية . يسير
- ٨ - يتعاون العرب في الدفاع عن حقوقهم . طبيعي
- ٩ - يعمل العرب على توحيد كلمتهم . ضروري
- ١٠ - نفهم الشعر العربي الحديث . سهل

تمرين ٩ : تحويل

The verb ظَلَّ is one of the "sisters of G" when followed by an active participle (in the accusative), it means to continue (doing something). It may also be followed by the imperfect tense, with the same meaning.

حوّل كما في المثل التالي مستعملاً " ظَلَّ "

She held on to her religion.

احتفظت بدينها . ←

She continued to hold on to her religion.

ظلت محتفظة بدينها .

- ١ - تفاهم مع اخيه ←
- ٢ - اشتغلوا بالصحافة ←
- ٣ - انتظرت سعاد ←
- ٤ - انتهى الى حزب سياسي ←
- ٥ - استندت القومية الى اسس حضارية ← ١٠ - احتفظت بمبادئها ←
- ٦ - صاموا شهرا ←
- ٧ - انتشر الجهل لمدة طويلة ←
- ٨ - تساعل عن سبب تأخر زوجته ←
- ٩ - تفوق في دراسة الطب ←

تمرين ١١ : الاختيار المتعدد .

١ - اول دولة عربية انتجت البترول هي

أ - العراق

ب - مصر

ج - البحرين

د - الكويت

٢ - ازداد انتاج البترول العراقي بعد عام ١٩٥٠ لأن

أ - ايران كانت اكبر الدول المنتجة للنفط في الشرق الأوسط

ب - النفط الإيراني انقطع حينذاك عن اسواق الدول الغربية

ج - الشركات المنتجة للبترول وجدت النفط في البحرين

د - العراق كان الدولة الثانية بالنسبة الى انتاج النفط

٣ - من الدول العربية التي وجد فيها البترول مؤخرًا

أ - العراق والبحرين

ب - البحرين وأبو ظبي

ج - ليبيا وأبو ظبي

د - العراق ومصر

تمرين ١٢ : الاختيار المتعدد - ملء الفراغ

املا الفراغ بالكلمة المناسبة من الكلمات الخاصة بكل جملة :

١ - خصص مجمع اللغة العربية في دمشق ————— لافضل قصة

هذا العام

١ - طريقة

ب - دعوة

ج - جائزة

د - ظاهرة

٢ - _____ رئيس الوزراء امراً بإنشاء حدائق خاصة بالأطفال .

١ - دلّ

ب - احتوى

ج - أصدر

د - أسعد

٣ - كانت _____ فى اذن صاحبها بطريقة تدلّ على عاطفة صادقة .

١ - تهمس

ب - تحترق

ج - تحاسب

د - تتعب

٤ - اشتهرت الجماهير العربية بحبها لـ _____ الفاضلة .

١ - تقاليدها

ب - روايتها

ج - خمورها

د - خيالها

٥ - اعلنت وزارة التربية جوائز كثيرة لتشجيع الطلاب _____ .

١ - المتخلفين

ب - المتفوقين

ج - البعيدين

د - المتنقلين

تمارين ١٣ : ملء الفراغ

اشتغل ، اطلع ، هكذا ، ميز ، اجزاء ، الميادين ، أثر ، رواد
كريم ، ابرز ، الغاية ، مطبخ ، تتذكره ، قادر ، مستواها ، اغراض ،
سبيل ، مورد ، مقدمة ، الام ، قيمة ، توزيع

- ١- الطهطاوي والبستاني وعبدہ من — رواد النهضة الحديثة
- ٢- كانت — من انشاء صحيفة الوقائع المصرية ان تنشر اخبار الحكومة واوامرها .
- ٣- — الطهطاوي على الثقافة الفرنسية خلال بقاءه في باريس .
- ٤- بعد ان عاش الامام عبده في باريس ثلاثة اشهر اصبح — على التكلم بالفرنسية .
- ٥- درس الطهطاوي في الازهر اولا ثم — دراسته بعد ان ذهب الى باريس .
- ٦- — محمد عبده في التعليم والصحافة .
- ٧- من اهم — التي اسهم فيها البستاني : التعليم والصحافة واللغة والسياسة .
- ٨- لقد نسيتم اسم المعلم الثاني " في التاريخ العربي فهل — .
- ٩- بعض المكتبات في مصر متأخرة ويجب العمل على رفع —
- ١٠- لحل من — موفقات البستاني قاموسه وموسوعته
- ١١- اكمل البستاني من موسوعته التي عنوانها " دائرة المعارف " ستة — .
- ١٢- حاول محمد عبده ان — بين حق الحكومة وحق الشعب .
- ١٣- كان اصلاح اللغة العربية من اهم — محمد عبده .
- ١٤- ما هي الوسائل التي اتبعها محمد عبده في — تحقيق اغراضه

تمارين ١٤ : ملء الفراغ

- ١ — املأ الفراغ بكلمة مناسبة مشتقة من (ا خ ر)
 - ١ - كان يجب أن يأتي في الساعة الثامنة صباحاً ولكنه — حتى الساعة التاسعة .
 - ٢ - يبدأ الدرس في الساعة العاشرة صباحاً ولكن صديقي يصل بعد عشر دقائق كل يوم ، فهو — دائماً .
 - ٣ - نقول عن الرجل الذي يموت بأنه انتقل الى العالم —
 - ٤ - لم اره منذ مدة طويلة ، وكانت — مرة رأيت فيها عام ١٩٦٥

٥ - لقد انتهيت من قراءة احدى تمثيلات الحكيم واعجبت بها وسأقرأ

تمثيلات _____ للكاتب نفسه

ب - املاً الفراغ بكلمة مناسبة مشتقة من " (ف ه م)

١ - من _____ التربية الحديثه ضرورة نشر التعليم العام بين ابناء الشعب

٢ - من _____ ان البلاد العربية من اكثر الدول انتاجاً للزيت

٣ - الجمل التي تبدأ بكلمة " هل " في اللغة العربية جمل _____

٤ - لم يكن يعرف اللغة الفرنسية جيداً وهكذا لم _____ جميع ما قاله الوزير الفرنسي في محاضراته

٥ - يجب ان نعرف اسباب سوء _____ لنقترح حلاً جيداً

تمرين ١٥ : الاختيار المتعدد

١ - يختلف المؤرخون في

أ - مستقبل الاكراد

ب - تحديد اصل الشعب الكردي تحديداً واضحاً

ج - تعيين حدود الدولة الكردية القادمة

٢ - أدى استقرار الشعب الكردي في المناطق الجبلية الى

أ - المحافظة على تراثهم وطريقة حياتهم

ب - ترك عاداتهم وتقاليدهم

ج - التعاون مع غيرهم من الشعوب

٣ - ان اكثرية الشعب الكردي تعيش اليوم في

أ - سوريا

ب - روسيا

ج - تركيا و ايران والعراق

٤ - يخضع الاكراد في حياتهم

أ - للنظام القبلي

ب - لانتظام الشعوب المتقدمة

- ٥ - الاكراد معروفون ب
- ١ - دينهم المسيحي
- ب - خضوعهم للنظام القبلي
- ج - شجاعتهم وحبهم للملابس الكثيرة الالوان
- ٦ - ان اهم ما طالب به الزعيم مصطفى البزاني هو
- ١ - تدريس اللغة الكردية
- ب - الحصول على نسبة كبيرة من الوظائف الحكومية
- ج - الحكم الذاتي في المناطق الكردية
- ٧ - اعترف الدستور الذي صدر في العراق بعد تأسيس الجمهورية
- ١ - بالقومية العربية فقط
- ب - بالقوميتين العربية والكردية
- ج - بضرورة تأسيس دولة كردية
- ٨ - كلمة اللامركزية تعني
- ١ - وجود هيئة حكومية واحدة مركزها العاصمة تتصرف في امور الادارة
- ب - خضوع الاقلية للاكثرية .
- ج - وجود هيئات ادارية حكومية خارج العاصمة تتصرف في شؤون المناطق الخاضعة لها .

الدرس الرابع عشر

تمرين ٣ : تحويل

حوّل من جملة وصفية الى اسم فاعل او اسم مفعول كما في المثل التالي :
المشروع الذي يجري بحثه مهم جدا . The project, the discussion of which is
المشروع الجاري بحثه مهم جدا . taking place now, is very important.

- ١ - طه حسين كاتب تعرف آثاره في العالم العربي
- ٢ - الثورة التي انتشرت مبادئها ما زالت تعمل على تحقيق اهدافها
- ٣ - قرأت الكتاب الذي ذاعت شهرته
- ٤ - قابلت الشاعر الذي ترجمت قصائده الى كثير من اللغات
- ٥ - المحاضر الذي وجهت اليه اسئلة كثيرة مفكر اجتماعي كبير
- ٦ - الاجتماع الذي اجلّ عقده كان مهما
- ٧ - الجامعة التي اضيفت اليها الابنية الجديدة مشهورة جدا
- ٨ - الازمة التي بحثت تفاصيلها لها نتائج سيئة
- ٩ - القصة التي ينتظر صدورها لن تظهر قبل بداية العام الجديد
- ١٠ - الدراسة التي نشرت نتائجها اخيرا دعت الحكومة الى تغيير سياستها

تمرين ٤ : دراسة الحروف

ترجم مينا معاني " من " في كل
Translate identifying the meaning of
من الجمل التالية : in the following sentences:

- ١ - من اقوال النبي محمد " انا من قریش "
- ٢ - سأزورك في يوم من الايام .
- ٣ - من المعروف ان الاديان العالمية الثلاثة ظهرت في الشرق الاوسط .
- ٤ - منهم من وافق على تأجيل الانتخابات ومنهم من لم يوافق .
- ٥ - تشجيع التعليم المهني امر من الامور المهمة في العالم العربي
- ٦ - اكلت بلذة مما طبخته زوجتي .
- ٧ - هاملت من اروع ما قرأته من كتب .

- ٨ - هذه الكتب الثلاثة هي كل ما رأيته من الكتب التي صدرت هذا العام .
- ٩ - ما لي من صديق سواك .
- ١٠ - ما من احد يقدر على العيش وحده .
- ١١ - اشتريت لابنائي ثلاث قطع من القماش .
- ١٢ - من الصعب ان ندرس احوال المرأة في جميع البلاد العربية .
- ١٣ - غرضه من السفر الى امريكا هو ان يتم تعليمه .
- ١٤ - من مميزات اللغة العربية انها تحافظ على كثير من خصائصها القديمة .
- ١٥ - نعرف ما يواجهه الاساتذة من صعوبات في تدريس اللغة العربية .
- ١٦ - ارجو ان لا يكون قوله ان العرب يسيرون من سيء الى اسوء صوابا .
- ١٧ - يا لها من فتاة رائعة الجمال .
- ١٨ - ما اروع من مدرس .
- ١٩ - حسن الزيت من احوال الشعب العربي .
- ٢٠ - طلب منه ان يخرج من بيته .
- ٢١ - جاءني رسالة من دمشق .
- ٢٢ - انتظرتها من الساعة الرابعة حتى الساعة السابعة .
- ٢٣ - رجح من امريكا دون ان يرى اهله .
- ٢٤ - اتفقت على موعد معها من غير ان اراها .
- ٢٥ - اخي نبيل اقوى مني .
- ٢٦ - تعجبت من جهلها .

تمرين ٧ : ملء الفراغ وتكملة

املا الفراغ الاول باحدى العبارات الموجودة بين قوسين ثم اكمل الجملة

بعبارة مناسبة كما في المثل التالي :

السينما والتلفزيون من — التي —

السينما والتلفزيون من وسائل التسلية Movies and television are among the means

التي يفضلها الناس في البلاد العربية which people in the Arab World prefer.

(المحلات العامة ، المدن العراقية ، كتاب القصة ، العادات السيئة ،

كالاديان السماوية ، نظم الحكم ، وسائل الري ، رواد النهضة ، الالعاب الرياضية
الخطط الاقتصادية)

- ١ - بطرس البستاني والامام محمد عبده من _____ الذين _____
- ٢ - المقاهي والملاهي من _____ التي _____
- ٣ - النظام الجمهوري والنظام الملكي من _____ التي _____
- ٤ - الطائرات والسيارات من _____ التي _____
- ٥ - عبد القدوس وشروت اباظه من _____ الذين _____
- ٦ - السوق المشتركة وتبادل الخبراء من _____ التي _____
- ٧ - الامطار والانهار والآبار من _____ التي _____
- ٨ - المسيحية والاسلام من _____ التي _____
- ٩ - شرب الخمر والميسر من _____ التي _____
- ١٠ - بغداد والموصل والبصرة من _____ التي _____

تمرين ٨ : تبين التراكيب اللغوية

بيّن استعمالات الفعل الماضي الذي تحته خط .

- ١ - المشاعر الانسانية واحدة مهما اختلفت الاديان .
- ٢ - هل هذه هي المرة الاولى التي تتركين فيها اهلك ؟
لم اقض ليلة خارج بيتنا .
- ٣ - وتكلم الصوت : لقد عرفت النساء .
- ٤ - وقد تأخر ظهور الجامعات في مصر حتى سنة ١٩٠٨ حين انشئت الجامعة المصرية .
- ٥ - سنسافر الى اوروبا في العام القادم ان شاء الله .
- ٦ - لو آمنت قلوبهم بالاصلاح حقا لعملوا اكثر مما يقولون .
- ٧ - وسافر الطهطاوي الى فرنسا ليكون اماما للبعثة العلمية التي كان قد ارسلها والي مصر محمد علي .
- ٨ - عرف بطرس البستاني بلقب " المعلم الثالث " وهو لقب يدل على

اهمية البستاني ومكانته اذا تذكرنا ان ارسطو كان يعرف في التاريخ العربي

باسم المعلم الاول والفارابي بالمعلم الثاني .

٩ - عندما تزورني في العام القادم اكون قد انتهيت من دراسة الدكتوراه

١٠ - سمعت بزواجك ، جعلك الله وزوجتك اسعد زوجين

تمرين ٩ : اختيار الترجمة المناسبة

Choose the best English translation
for the Arabic sentences you will hear
on tape.

اختر الترجمة الانكليزية من الجمل
المسجلة على الشريط

1. a. There is another scientist who awaits us in this life.
b. There is another world which awaits us after this life.
c. There is another world which we are waiting for in this life.
2. a. He said that while drinking coffee.
b. He said that just after he drank the coffee.
c. He said that he was drinking a cup of coffee.
3. a. It is possible that my fate will be Heaven.
b. It is impossible that my fate will be Hell.
c. It is impossible that my fate will be Heaven.
4. a. The girl's hair is beautiful.
b. This girl's poetry is beautiful.
c. The girl in the poem is beautiful.
5. a. Tawfiq al-Hakim is the most famous contemporary writer.
b. Tawfiq al-Hakim is one of the most famous contemporary writers.
c. Tawfiq al-Hakim is a famous contemporary writer.
6. a. This is what I had hoped my soul would meet.
b. This is what I hope will meet my soul.
c. This is what I hope my soul will meet.
7. a. Some people say that the Divine Comedy is taken from an Arabic book.
b. Some people say that the text of the Divine Comedy is taken from an Arabic book.
c. Some people say that an Arabic book influenced the Divine Comedy.

8.
 - a. A good deed takes them to Heaven.
 - b. The result of a good deed is Heaven.
 - c. The good deeds are few.
9.
 - a. The press has an important role in every society.
 - b. The press has an important role in every meeting.
 - c. The role of the press differs in every society.
10.
 - a. He flew after he heard the news.
 - b. He was overjoyed over the news which he heard.
 - c. He flew because of the news which he heard.
11.
 - a. Egyptian writers are numerous.
 - b. Egyptian books are popular.
 - c. Egyptian writers are very productive.
12.
 - a. Educational policy in Persia is founded on encouraging vocational education.
 - b. Education policy in Japan undertakes vocational education.
 - c. Educational policy of Japan is based on encouraging vocational education.
13.
 - a. Education was limited in the past to men.
 - b. Education is limited today to men.
 - c. Men's education was limited in the past.
14.
 - a. The Arab States were able to achieve some progress because of their technical advancement.
 - b. The Arab States were able to achieve some progress despite their technical backwardness.
 - c. The Arab States were not able to achieve progress because of their technical backwardness.
15.
 - a. Damascus is still the destination of visitors.
 - b. Damascus was the destination of visitors.
 - c. Damascus is not the destination of visitors.
16.
 - a. The city of Beirut is the place where East and West meet.
 - b. The city of Beirut is the meeting place of eastern and western civilizations.
 - c. The city of Beirut is the meeting place of town-dwellers from the East and from the West.
17.
 - a. Bahrain is located near the Kingdom of Saudi Arabia.
 - b. The Kingdom of Saudi Arabia is located between two seas.
 - c. There are two seas near the Kingdom of Saudi Arabia.
18.
 - a. The superior student obtains prizes.
 - b. Superior students obtain prizes.
 - c. The superior students obtained prizes.
19.
 - a. Nationalism appeared in the West.
 - b. Western civilization depends on Nationalism.
 - c. Nationalism is a phenomenon of western civilization.

20. a. He was able to solve the problem.
b. The problem could be solved.
c. He can solve the problem.
21. a. The press takes part in strengthening common relations.
b. The press participated in strengthening common interests.
c. The press took part in establishing common interests.
22. a. He could understand his friend.
b. He understood his friend.
c. He reached an understanding with his friend.
23. a. What a beautiful day this is!
b. What a beautiful river!
c. This day is not beautiful!
24. a. What is the value of belief if it is not accompanied by good deeds.
b. There is no value in belief when it is not accompanied by good deeds.
c. There is no value in belief unless it is accompanied by good deeds.

تمرين ١٠ : ترجمة
ترجم الى العربية

Salwa traveled by plane to London for the first time in her life. She was sitting next to a young Indian man, reading a sura from the Qur'an because she was afraid. When the plane took off ("arose") there took place a conversation from which she learned ("it became clear to her") that the young man was a Buddhist and that he was traveling to London to study also. Friendship continued between Salwa and her Indian friend, Harish, after their arrival in London, a fact which helped her to overcome her loneliness. After a time they got married despite the difference in religions, for Harish was a Buddhist and Salwa was a Muslim. And Salwa concealed the matter of her marriage from her parents.

One day Salwa fell ill with a fatal disease and so Harish sent a letter to her family telling them about it ("that"). When her father came and learned ("it became clear to him") what his daughter had done, he wanted to go back to Cairo leaving Salwa alone in her loneliness. But Salwa asked him to stay by her side in order to bury her as Muslims are buried.

تمرين ١١ : الاختيار المتعدد الاجوبة

اختر الجواب المناسب من الاجوبة الثلاثة الخاصة بكل جملة مستعينا بالنص في الدرس الثامن

١ - ان المدارس في مفهومها الحديث بدأت في العالم العربي منذ بداية

أ - القرن الثامن عشر

ب - القرن التاسع عشر

ج - القرن العشرين

٢ - كانت المدارس القديمة ذات طابع

أ - زراعي

ب - علمي

ج - ديني

٣ - كانت الدراسة العربية القديمة تجري في

أ - قصور الخلفاء

ب - المساجد

ج - المزارع

٤ - من المساجد التي لعبت دوراً فعالاً في التعليم

أ - الازهر والجواثب و الزيتونة

ب - الزيتونة والقرويين والاهرام

ج - القرويين والزيتونة والازهر

٥ - جامع القرويين من اهم جوامع

أ - تونس

ب - الرياط

ج - فاس

٦ - جامع الزيتونة في مدينة

أ - تونس

ب - فاس

ج - القاهرة

٧ - اول الاقطار العربية التي بدأت في انشاء المدارس الحديثة هي

أ - سوريا

ب - العراق

ج - مصر

٨ - كانت المدارس المصرية في القرن التاسع عشر

أ - تقتصر على الاولاد

ب - تجمع بين الاولاد والبنات

ج - يختص قسم منها بالاولاد وآخر بالبنات

٩ - انشئت اول جامعة في العالم العربي سنة

أ - ١٠٨٩

ب - ١٩٠٨

ج - ١٩٣٨

١٠ - حينما انشئت اول جامعة في مصر كانت تدعى

أ - جامعة القاهرة

ب - الجامعة المصرية

ج - جامعة الاسكندرية

١١ - ان النهضة التعليمية في معظم الاقطار العربية

أ - سبقت النهضة التعليمية في مصر

ب - تأخرت عن النهضة التعليمية في مصر

ج - جاءت في نفس الوقت الذي بدأت فيه في مصر

١٢ - تشجع الحكومات العربية الطلبة المتفوقين عن طريق

أ - ارسالهم للدراسة على حسابها في الخارج

ب - اعطائهم رواتب اكثر من بقية الخريجين

ج - ادخالهم في المعاهد المهنية والفنية

١٣ - ان التعليم مجاني في العالم العربي

أ - في المرحلة الجامعية فقط

ب - في المرحلتين الابتدائية والثانوية

ج - في جميع مراحل الدراسة

- ١٤ - ان القسم الاكبر من المدارس في العالم العربي
- أ - حكومي
- ب - اهلي
- ج - خاص
- ١٥ - التعليم الحكومي معناه ان
- أ - وزارة التربية تنشئ المدارس وتشرف عليها
- ب - المواطنون ينشؤون المدارس ويشرفون عليها
- ج - المعاهد الاجنبية تنشئ المدارس وتشرف عليها
- ١٦ - من اكبر المشاكل التي تواجهها وزارات التربية في العالم العربي اليوم هي
- أ - القضاء على الامية
- ب - القضاء على التعليم المهني
- ج - القضاء على المدارس الاهلية
- ١٧ - يفضل الطلاب العرب التعليم النظري لانه
- أ - يسهم في النهضة الصناعية في الامة العربية
- ب - يضمن لخريجيه رواتب مشجعة
- ج - وسيلة للوصول الى مراكز مهمة في الحكومة

تمرين ١٢ : ملء الفراغ

- املا الفراغ بالكلمة المناسبة مستعيناً بالنص في الدرس السابع
- (تحتوي ، الاقطار ، الرسمية ، وتوجيهه ، امر ، تحرير ، الشؤون ، اعتاد ، الفلاحين ، فعالاً ، المسرح ، تلعب ، اسهم ، الصحف ، العوامل)
- ١ - _____ الصحافة اليوم دورا مهما في الحياة الحزبية في العالم العربي
- ٢ - _____ تطور الطباعة في ازدهار الصحافة
- ٣ - كانت الصحافة والطباعة والتعليم من _____ التي شاركت في النهضة الفكرية العربية
- ٤ - تعتبر " الاهرام " من _____ العربية الواسعة الانتشار
- ٥ - _____ محمد علي والي مصر باصدار صحيفة " الوقائع المصرية "

- ٦ - يقوم ب — صحيفة الاهرام عدد من الكتاب المعروفين
- ٧ - صحيفة " الوقايع العراقية " هي الجريدة — للدولة العراقية
- ٨ - تستطيع الصحف التأثير في الرأي العام و —
- ٩ - اقتصر ظهور الصحف في القرن التاسع عشر على بعض — العربية
- ١٠ - — الصحيفة العربية على الاخبار والاعلانات وغيرها
- ١١ - تحتوي الصحف العربية على تعليقات مختلفة على — السياسية والاقتصادية
- ١٢ - تخصص الصحف العربية صفحات منها للعمال و — والطلبة
- ١٣ - تلعب الصحافة اليوم دورا — في الحياة الحزبية في العالم العربي
- ١٤ - احب ان اشاهد التمثيليات والافلام في — و السينما
- ١٥ - — الصحف العربية ان تخصص صفحة لبرامج الاذاعة والتلفزيون

تمرين ١٣ : الاختيار المتعدد - ملء الفراغ

- ١ - لقد — كثيرا من الالام بسبب الازمة النفسية التي مرّ بها
 - أ - ركب
 - ب - تحمل
 - ج - صمت
 - د - توسع
- ٢ - ان الحمل في سبيل المصلحة — افضل من العمل في سبيل المصلحة الخاصة ، مهما كانت الغاية
 - أ - المحدودة
 - ب - العامة
 - ج - الواسعة
 - د - الكريمة
- ٣ - قال النبي محمد " لا يؤمن احدكم حتى يحب لأخيه ما يحب ل — "
 - أ - نفسه
 - ب - صديقه
 - ج - منتوجاته

د - غيره

٤ - اشترى كتباً بكل ما — من مال ، بحيث لم يبق معه شيء

يشترى به طعاماً

أ - يعبر

ب - يغطي

ج - يملك

د - يدافع

٥ - استمرت خطبته لمدة — عن ساعة ونصف تناول فيها المشاكل

العالمية المختلفة

أ - تزيد

ب - تمضي

ج - تغلب

د - تقترب

تمرين ١٤ : تركيب جمل

استعمل الكلمات التالية في جمل مفيدة

آسف ، لا بد ، ابتسم ، حينما ، لا سيما ، ضعف ، مسافة ، ملك ،
آمن ، مصلحة .

تمرين ١٥ : الاختيار المتعدد الاجوبة

اختر الجواب المناسب من الاجوبة الثلاثة الخاصة بكل جملة

١ - يرى الكاتب ان الاعياد في القرية اللبنانية اليوم

أ - افضل وابهج مما كانت عليه في الماضي بسبب تقدم المواصلات

ب - اقل بهجة وفرحاً مما كانت عليه سابقاً

ج - قد زادت قيمتها عما كانت عليه في الماضي عند الكبار والصغار

٢ - الاولاد اكثر فرحاً بالعيد من غيرهم ولكن

أ - الآباء اليوم يفرحون بالعيد اكثر من اولادهم

- ب - اولاد المدينة يتمتعون بالاعیاد اكثر من اولاد القرية
ج - اولاد اليوم فقدوا لذتهم وفرحهم بالعيد لانهم يحصلون على
كل شيء بسهولة

٣ - كان الاولاد في الماضي ينتظرون العيد من سنة الى سنة

أ - لانه كان يأتيهم بالاكل اللذيذ والثياب الجديدة

ب - لانهم كانوا يذهبون الى الكنيسة

ج - بسبب العطلة المدرسية

٤ - المحروم يفرح بالهدية

أ - اقل من المتخوم

ب - اكثر من المتخوم

ج - كالمتخوم

٥ - يسلق الناس البيض ويلوّنونه يوم

أ - عيد القديس مار جرجس

ب - عيد الميلاد

ج - عيد القيامة

٦ - عيد القيامة يعني

أ - انتصار الحياة على الموت

ب - انتصار الموت على الحياة

ج - موت المسيح على الصليب

٧ - كان الاهل في الماضي يشترون الثياب الجديدة لاولادهم

أ - ايام الاعیاد الوطنية فقط

ب - عندما يحتاجون اليها

ج - في المواسم الدينية

الدرس الخامس عشر

تمريس ٣ : دراسة الحروف .

ترجم مبینا معانى " لِر " فى كل من الجمل التالية :

- ١ - لى بنت وثلاثة ابناء .
- ٢ - انتظرته لمدة طويلة .
- ٣ - له عليّ مال .
- ٤ - يعجبني لانه طالب متفوق .
- ٥ - ارسلت لآخي رسالة امس .
- ٦ - سافر الى امريكا لاكمال دراسته .
- ٧ - هاملت مسرحية مشهورة لشكسبير .
- ٨ - فسر رئيس الشركة لموظفيه ما لهم وما عليهم .
- ٩ - لآعضاء المؤتمر ان يقبلوا او لا يقبلوا اقتراحى .
- ١٠ - وقف المندوبون اكراما للرئيس .
- ١١ - الصديق للصديق .
- ١٢ - ذهبنا لزيارتهم فى الشهر الماضى .
- ١٣ - قابلتها للمرة الاولى عندما كانت طالبة فى الجامعة الامريكية .
- ١٤ - يوسف اخو عليّ لآبيه فقط .
- ١٥ - فلتعد لآهلك يا امين .
- ١٦ - ليكرم اباه وامه .
- ١٧ - لك الله من شعب ما خاف يوما الموت .
- ١٨ - لآجل عينيك يسهل كل صعب .
- ١٩ - سأذهب الان لثلا اآخر .
- ٢٠ - ساسافر الى واشنطن لكي اقابل آخي .
- ٢١ - آحبها . لذلك تزوّجها .
- ٢٢ - لماذا آحتق الاكل يا مَيّ ؟
- ٢٣ - لمن هذه السيارة الجميلة ؟
- ٢٤ - لن نفقد الامل فى تحقيق اهدافنا لآى سبب من الاسباب .

- ٢٥- لم الخوف من المستقبل والمستقبل في يد الله .
٢٦- لقد زرتك ثلاث مرات! لهذا ارجو ان تزورنى هذه المرة .

تمرين ٦ : ترجمة وتبيين التراكيب اللغوية .

ترجم الى الانكليزية مينا استعمالات " المضارع " فى كل من الجمل التالية :

- ١ - كان البدو يعيشون فى الصحاري .
- ٢ - كان الحضر يسكنون المدن ويعملون فى الصناعة والتجارة والزراعة .
- ٣ - لم يعد يعرف ماذا يفعل .
- ٤ - كان المستمع الكريم يسمع بقلب يطير شوقا .
- ٥ - صلوات الله على تلك التي ستجعلنى سعيدا .
- ٦ - بدأ يأكل البيض .
- ٧ - كانت الروح تصعد الى السماء خائفة .
- ٨ - كان العرب لا يؤمنون بالله قبل الاسلام .
- ٩ - العامية هي اللغة التي يتكلمها الناس فى حياتهم اليومية .
- ١٠ - وافق مجمع اللغة العربية على مشروع يمكن ان يجعل القراءة سهلة .
- ١١ - يصعب عليّ حل هذه المشكلة .
- ١٢ - اخذت الروح تسأل نفسها ماذا تقول لقضاتها .
- ١٣ - وقف فريق من الملائكة يستقبلون الروح الصاعدة .
- ١٤ - عشت لا اسيء الى احد من اهل الارض .
- ١٥ - الدين وحده لا يصلح ان يكون ركنا من اركان القومية .
- ١٦ - كنت استخدم اللهجة المصرية طول الوقت اثناء اقامتي فى مصر .
- ١٧ - سوف لا ازورك غدا .
- ١٨ - كنت ساذهب الى لبنان فى الشهر الماضي .
- ١٩ - كانت قد تزوجت من ابن عمها .
- ٢٠ - يدخل ملك الانكليز فيستقبله صلاح الدين الايوبي .

تمرين ٧ : الاختيار المتعدد .

- ١ - اقوى العوامل التى رفعت مكانة جبران خليل جبران فى الادب العربى هي
- أ - ترجمته عددا من الكتب الانكليزية الى العربية .
 - ب - شهرة اعماله الفنية والادبية فى نيو يورك فقط .
 - ج - اتباعه اساليب الادب القديم .
 - د - تأثيره بالادب الغربى وتأثيره فى الادب العربى .
- ٢ - كتب جبران خليل مؤلفاته ب
- أ - العربية
 - ب - الانكليزية
 - ج - الفرنسية
 - د - العربية والانكليزية
- ٣ - تتناول الكتب التى ألغت عن جبران
- أ - حياته فى امريكا فقط .
 - ب - حياته فى لبنان فقط .
 - ج - اعماله الادبية فى الانكليزية فقط .
 - د - حياته ومؤلفاته فى اللغتين العربية والانكليزية .

تمرين ٨ : الاختيار المتعدد .

- اختر العبارة المناسبة من العبارات الخاصة بكل جملة مستعينا بالدرس التاسع
- ١ - ان اشتراك بريطانيا والولايات المتحدة فى لغة واحدة يدل على
- أ - ان اللغة ليست الركن الوحيد فى مفهوم القومية .
 - ب - ان بريطانيا وامريكا تشكلان قومية واحدة .
 - ج - ان اللغة الانكليزية هى اساس القومية الانكلو - امريكية
- ٢ - ان تعدد المذاهب الدينية فى الهند
- أ - ادى الى قيام عدد من القوميات المتعددة .
 - ب - لم يمنح من قيام قومية هندية واحدة
 - ج - يدل على ان الدين يصلح وحده لتكوين القوميات .

٣ - إسبانيا والبرتغال تكونان

أ - قومية واحدة .

ب - لغته واحدة .

ج - بيئته جغرافية واحدة .

٤ - اشترك العرب والأتراك في تاريخ واحد مدة

أ - تزيد عن ثلاثة قرون .

ب - تزيد عن خمسة قرون .

ج - تقل عن عمر الولايات المتحدة .

٥ - يعنى الكاتب بعبارة " والمصالح المشتركة لا يمكن ايضا ان تشكل قومية واحدة " :

أ - ان المصالح المشتركة هى اساس القومية الوحيد .

ب - ان المصالح المشتركة وحدها لا تصلح ان تكون ركنا من اركان القومية .

ج - ان المصالح المشتركة لا يمكن ان توحد بين الدول ابدا .

٦ - يرى الكاتب ان القومية تتحدد بـ

أ - احد العوامل (اللغة ، التاريخ ، الدين ، المصالح المشتركة) .

ب - بمجرد وجود عواطف يشترك فيها مجموعة من الناس .

ج - شعور يوحد مجموعة من الناس ويستند الى اساس تاريخية او دينية

او لغوية .

٧ - ان الاسباب التى يستند اليها الشعور القومى

أ - هى واحدة مهما اختلفت الامم .

ب - قد تختلف بالنسبة الى كل قومية .

ج - ليست مذكورة فى مقال الرزاز .

٨ - تعنى "وحدة الارض العربية"

أ - ان البلاد العربية تمتد من الشرق الى الغرب ومن الشمال الى الجنوب .

ب - ان البلاد العربية هى دولة واحدة من ناحية سياسية .

ج - عدم وجود فواصل طبيعية كبيرة داخل الارض العربية .

٩ - يرى الكاتب ان اللغة ركن مهم من اركان القومية لانها

أ - تشكل امما مختلفه فى العالم .

- ب - تجمع المتكلمين بها وتميزهم عن غيرهم .
- ج - لا تتغير كما تتغير البيئة الجغرافية .
- ١٠ - الدين الاسلامي ركن من اركان القومية العربية
 - أ - لان جميع العرب مسلمون .
 - ب - لانه ساعد على تكوين حضارة شارك فيها العرب سواء كانوا مسلمين ام مسيحيين .
 - ج - لانه ادى الى اختلاف تقاليد العرب وعاداتهم

تمرين ٩ : ملء الفراغ

دراسة المفردات

- ١ - املا الفراغ بكلمة مناسبة مشتقة من (و ج ه)
 - أ - كانت الابتسامة تزيد _____ الفتاة جمالا .
 - ب - احب الادب العربي الحديث و ب _____ خاص القصة القصيرة .
 - ج - _____ الطلاب صعوبة كبيرة في فهم نصوص الشعر الجاهلي .
 - د - كانت _____ الطائرة القاهرة .
- ٢ - املا الفراغ بكلمة مناسبة مشتقة من (و ص ل)
 - أ - _____ رسالتك صباح اليوم .
 - ب - حاولت ان _____ بك تلفونيا الليلة الماضية .
 - ج - قامت الحكومة مؤخرًا بتحسين طرق _____ .
 - د - لقد _____ المندوبون الى اتفاق تام .
- ٣ - املا الفراغ بكلمة مناسبة مشتقة من (ص ل ح)
 - أ - استطيع فهم ما أقرأ باللغة العربية ما عدا _____ العلمية .
 - ب - تقول الحكومة ان الغرض من اعمالها هو خدمة _____ العامة .
 - ج - كان الامام محمد عبده من اهم رجال _____ .
 - د - سيارتي بحاجة الى _____ .
- ٤ - املا الفراغ بكلمة مناسبة مشتقة من (خ ل ف)
 - أ - بنى _____ المنصور مدينة بغداد .
 - ب - يجب مساعدة الدول _____ اقتصاديا .

ج - سيحاسبه الحاكم على _____ الكثيرة .

د - بماذا _____ مدينة تونس عن مدينة دمشق ؟

٥ - املاً الفراغ بكلمة مناسبة مشتقة من (ج م ع)

أ - ما _____ اثمان الكتب التي اشتريتها ؟

ب - ما هو الغرض من تأسيس _____ الدول العربية ؟

ج - يعتبر _____ الأزهر من المراكز المهمة في نشر العلوم الدينية .

د - من المشاكل التي يواجهها _____ العربي اليوم هو التخلف الاقتصادي .

٦ - املاً الفراغ بكلمة مناسبة مشتقة من (غ ر ب)

أ - لقد انتشرت الموسيقى _____ في الشرق و _____

ب - يذكرني طلوع الشمس صخرا

واذكره لكل _____ شمس .

ج - الرباط هي عاصمة _____

د - انه امر _____ لا يُصَدَّق .

٧ - املاً الفراغ بكلمة مناسبة مشتقة من (ف ك ر)

أ - من هو _____ الذي يسميه العرب ب " المعلم الاول " ؟

ب - كثيرا ما _____ الانسان في وسائل جديدة للمواصلات

ج - من هو صاحب _____ الطيران ؟

تمرين ١٠ : الخيار المتعدد - ملء الفراغ (مراجعة المفردات)

١ - قام عدد من الطلاب بزيارة المصنع الجديد ل _____ على الطرق الحديثة

لخزن القطن .

أ - الاطلاع

ب - الاستخدام

ج - الارتفاع

د - التحمل

٢ - وضعت وزارة الاقتصاد خططا جديدة الغاية منها رفع _____ المعيشة

وتحسين دخل الفرد .

أ - فرح

ب - شـرّوة

ج - جـو

د - مسـتوى

٣ - شـغل احد القواد — وزير الدفاع فى الحكومه الجديده بعد الثورة .

أ - مذهب

ب - مقياس

ج - منصب

د - حـقل

٤ - يشـكل المسـيحيون اكبر — دينية فى العالم العربى

أ - قومـية

ب - اغـلبية

ج - قيمـة

د - اقلـية

٥ - يعـتبر — الريح من اجمل مواسـم السنـة .

أ - عمـر

ب - فـصل

ج - رائـد

د - جـزء

٦ - سـاعدت روح — الدينى على تشـجيع التعاون بين اتباع

جميع العقائد الدينيه فى العالم العربى على اختلاف طبقاتهم

أ - التـمويـل

ب - التسامـح

ج - التـبيـن

د - الصـمت

٧ - من اغراض بناء السد العالى — مياه النيل على مساحات اكبر

من الاراضى الزراعيـة .

أ - تصـليح

ب - اعـادة

ج - خزن

د - توزيع

٨- ان الخرض من ذهاب الناس فى المساء الى النوادي هو —

أ - التهاني

ب - التمييز

ج - التسلية

د - التصرف

٩ - سأبعث لك رسالة تهنئة بمناسبة — السعيد .

أ - الجو

ب - العيد

ج - المؤتمر

د - المسرح

١٠- ان — حار جدا فى كثير من اجزاء الوطن العربى .

أ - الريح

ب - الصيف

ج - القصل

د - المحيط

١١- يعتبر — الرسائل اسلوبا شائعا للاتصال الى

التفاهم بين الدول .

أ - جمع

ب - عنصر

ج - توزيع

د - تبادل

١٢ - من المفهوم ان جُبران خليل جُبران هو من — الادب العربى

فى المهجر .

أ - اتباع

ب - اجناس

ج - اقوام

د - اعلام

١٣- يشكل الزيت — هاما في الاقتصاد العربي

أ - موردا

ب - مسوؤولا

ج - جذرا

د - املا

١٤- تستغل سوريا زيتها بنفسها ولكنها تستخدم بعض — العرب

والاجانب .

أ - الرواد

ب - الشعراء

ج - الخبراء

د - الفقراء

١٥- تصل قناة السويس بين — الاحمر والبحر الابيض المتوسط .

أ - البحر

ب - المطر

ج - الميناء

د - النهر

١٦- تصدر مصر — وافة من القطن الى الخارج كل عام .

أ - عمليات

ب - انصبه

ج - كميات

ج - اقتراحات

١٧- حصل الشاعر العراقي " مهدي الجواهري " على شهرة واسعة بفضل —

الرائعة التي كتبها خلال الخمسين سنة الماضية .

أ - الاشواق

ب - اللحظات

ج - العقول

د - القصائد

١٨- يتطلب هذا العمل البطولي قدرة على ————— المشاكل والصعاب .

أ - امتداد

ب - انقسام

ج - ملء

د - مواجهة

١٩- احترق البناء بالنيران ————— اخطاء معينة .

أ - بسبب

ب - بخلط

ج - بفضل

د - بنصيب

تمرين ١١ : تركيب جمل

استعمل الكلمات التالية في جمل مفيدة :

بسيط ، بينما ، خيبة ، دقيق ، عملية ، عبء ، تمتع ، مدح ،
اقترح ، صادرات .

تمرين ١٢ : ترجمة

ترجم الى العربية مستعملا "المفعول لاجله" (accusative of purpose)

في ترجمة العبارات التي تحتها خط .

اقامت الجامعة احتفالا اكراما للرئيس

الجديد

The University held a reception
in honor of the new president.

1. The state finances that project in order to encourage professional education.
2. A great number of them died in defence of their homeland.
3. The Arab presidents and kings are studying the new proposal in search of a solution to the crisis.
4. His suggestion was accepted on the basis of the agreement of the majority of those present.
5. Many pre-Islamic poems were translated to facilitate the understanding of ancient poetry.

تمرين ١٣ : الاختيار المتعدد

- ١ - احمد زكى ابو شادى شاعر هاجر الى الولايات المتحدة من
أ - مصر
ب - سورية
ج - فلسطين
- ٢ - بعد ان عاش الشاعر ابو شادى مدة فى نيو يورك انتقل الى مدينة
أ - بوسطن وعمل فى كتابة الشعر .
ب - أخرى واهتم بشؤونه الخاصة .
ج - واشنطن واشتغل فى اذاعة " صوت اميركا "
- ٣ - فى العالم الجديد
أ - دافع الشاعر ابو شادى عن حقوق وطنه القديم فى الاستقلال والكرامة
ب - نسي شاعرنا هذا كل ما يتعلق بماضيه ومصر
ج - عمل ابو شادى على تحقيق اهداف شخصية فقط .
- ٤ - تميز الشاعر ابو شادى
أ - بمؤلفاته الشعرية وغير الشعرية الكثيرة .
ب - بدراساته الاسلامية .
ج - نزعتة الانسانية فى كتاباته ودعوته الى الاخاء الانساني .
- ٥ - عُرف شعر ابي شادى
أ - باختلاف ألوانه وموضوعاته .
ب - بنزعتة الفلسفية فقط .
ج - بالرومانسية والبعد عن الواقعية .
- ٦ - كان الشاعر ابو شادى
أ - ضيقا فى ثقافته حيث درس الشعر العربي فقط .
ب - قليل المعرفة بشعر اللغات الغربية .
ج - مطلعاً على شعر بعض اللغات الاوروبية والشرقية .

٧ - اشتهر الشاعر ابو شادي بدفاعه عن

أ - القيود الفكرية .

ب - الحرية الفكرية ووسائل التعبير الادبي .

ج - الانظمة العربية وحققها في الحياة .

تمرين ٤ : تحويل

Change the subject of the verbal noun to a pronoun then delete the pronoun as in the following example:

حوّل فاعل المصدر الى ضمير ثم احذف الضمير كما فى المثل التالى :

أ - اختيار الخليفة دمشق مركزاً تم لاسباب سياسية .

ب - اختياره دمشق مركزاً للدولة تم لاسباب سياسية .

ج - اختيار دمشق مركزاً للدولة تم لاسباب سياسية .

١ - تسمية المنصور بـ " دار السلام " دينية الطابع .

٢ - انتخاب الشعب وزير الخارجية رئيساً سيتم بعد شهر .

٣ - تلقيب العرب أحمد شوقي امير الشعراء ساعد على شهرته .

٤ - اعطاء الوزير المعلمين جوائز يدل على ما للعلم من مكانة

٥ - تعيين الوزير احد الاساتذة رئيساً للجامعة اكرام للاساتذة

٦ - اعطاء المسيحية كل انسان حقه مبدأ ديني هام .

تمرين ٥ : تحويل وتكملة

The verbal noun used as an accusative of cause may occur in an idafa whose second term is an أن-clause.

حول ١ - ٥ مستعملا " مخافة ان " ثم اكمل الجمل ٦ - ٩ كما

فى المثل التالى :

He returned quickly. He was late.

رجع بسرعة . تأخر

He returned quickly for fear that he would be late.

رجع بسرعة مخافة ان يتأخر

١ - غيروا نصوص مشروعة . رفض

٢ - اعترف بجريمته . عذبه

٣ - اعطى رأيه بوضوح . يسيئون فهمه

٤ - اجتمع مندوبو الدول الكبرى بسرعة . وقعت الحرب من جديد

٥ - اتصل بها تليفونيا . نسيت مواعدها معه

٦ - قدم اقتراحا جديدا مخافة ان _____

٧ - اشتغل بجهد كبير مخافة ان _____

٨ - تناول وجبة طعام الغداء بسرعة مخافة ان _____

٩ - شجعت الدولة التعليم المهني مخافة ان _____

تمرين ٨ : تبين التراكيب اللغويه

The text of this lesson contains a number of sentences having adjectival clauses without a relative pronoun. Select and copy 10 of them; underline the adjectival clause twice and the noun it modifies once. Give page and line for each sentence, together with a translation. For example:

فى هذا النص عدد من الجمل الوصفية بدون اسم موصول . بين عشرة منها ؛ ضح خطين تحت كل من الجمل الوصفية وخطا واحدا تحت الاسم الذى تصفه كل منها مشيرا الى الصفحة والسطر ثم اعط ترجمة لكل منها وذلك كما فى المثل التالى :

He was in love with an Iraqi girl who is still waiting for him up till today.

كان يحب فتاة عراقية لاتزال تنتظره الى

اليوم ص - سطر -

تمرين ٩ : تبين التراكيب اللغوية .

(Adjectival clause)

ترجم الى الانكليزية مبينا استعمالات الجمل الوصفية
فى كل من الجمل الآتية وذلك كما فى المثل التالى :

اعطيته ما اراده

I gave him what he wanted.

Object ما اراده

- ١ - اقرا كل ما فى هذا الكتاب .
- ٢ - يهتم بما يدرسه اهتماما كبيرا .
- ٣ - احضر لي ما كنت قد طلبته منه .
- ٤ - هذا ما اريد ان اتحدث عنه اليوم .
- ٥ - وقع ما كنا نخاف وقوعه .
- ٦ - ما وددت ان اقله هو اننا بحاجة الى اساليب جديدة فى التدريس .
- ٧ - رفض ما قدمه من اقتراحات
- ٨ - صام ما يقرب من عشرين يوما .
- ٩ - مما الفه طه حسين من كتب : " فى الشعر الجاهلي و " حديث الاربعاء "
- ١٠ - شجعه على الهجرة ما قد بلغه من اخبار ازدهار امريكا اقتصاديا .

تمرين ١١ : دراسة حالات المضارع .

- ترجم الجمل التالية الى الانكليزية مبينا استعمال المنصوب والمجزوم فيها .
- ١ - لن نقبل الخضوع لاي رئيس قبيلة مهما كانت قوة ذلك الرئيس .
- ٢ - لا تعتمدوا الا على انفسكم اذا اردتم ان تحققوا اهدافكم .
- ٣ - اراد ان يجمع العرب فى امة واحدة لهذا كثر اعداؤه
- ٤ - لم يسعف التاريخ الحديث قضية صعبة الحل كقضية فلسطين .
- ٥ - سارسل ابني الى باريس لكي يكمل دراسته العالية .
- ٦ - فلينتظرنى ساعة لاني لا استطيع ان اقبله الآن .
- ٧ - اضاف الزوج الماء الى اللحم ثم جلس يستمع الى الراديو ليكون في استقبال زوجته عند عودتها .
- ٨ - احتاج لعامين آخرين كي احصل على شهادة الدكتوراه .

- ٩ - قال إنه سيواصل جهوده حتى يحقق جميع اهدافه .
١٠ - لا تؤجل عملك فيصعب عليك ان تقوم بواجبك على احسن وجه .

ت

تمرين ١٢ : الاختيار المتعدد .

ترجع اهمية الورق في العصر الحديث الى

- أ - استخدامه في الطباعة بالاضافة الى الكتابة .
ب - قيام الدول بانتاج خامات الورق الاساسية .
ج - استخدامه في ميادين مختلفة بالاضافة الى الكتابة .
د - قيام دول كثيرة في العالم بصنع الورق .

تمرين ١٣ : الاختيار المتعدد .

١ - يكثر الفلاحون في جنوب العراق ووسطه حيث توجد الاراضي ———

الواسعة

- أ - الصناعية
ب - الزراعية
ج - التجارية
د - الجغرافية

٢ - امرت الحكومة ب ——— المدارس في جميع الناطق البعيدة عن المدن

- أ - انشاء
ب - مناقشة
ج - تنقل
د - تأشير

٣٠ - ——— النهضة العربية الحالية على تراث العرب والتطورات الحديثة

في الغرب .

- أ - تؤخر
ب - تحاول
ج - تشهد
د - تقوم

- ٤ - شكلت وزارة العمل ——— خاصة لدراسة احوال جماهير العمال وتفهم حاجاتهم .
- أ - هيئة
- ب - فريق
- ج - جائزة
- د - ثروة
- ٥ - لم استطع ان اسمح ما يقول اذ كان ——— همسا
- أ - يصيح
- ب - يهمس
- ج - يواصل
- د - يفصل
- ٦ - لقد شرب كثيرا من الخمر ، وهكذا لم يعد ——— ما قال بالامس .
- أ - يشير
- ب - يتفاهم
- ج - يتذكر
- د - يحتفظ
- ٧ - تحتوى صادرات المملكة العربية السُّعودية ——— كميات كبيرة من الزيت .
- أ - من
- ب - الى
- ج - على
- د - في
- ٨ - عرف العرب بالكرم سواء كانوا ——— ام بدواً .
- أ - اصحابا
- ب - حضرا
- ج - فلاحين
- د - عمالا

تمرين ١٤ : تركيب الجمل .

استعمل الكلمات التالية في جمل مفيدة :

أوامر ، يبالغ ، تابع ، تحب ، جذر ، جوار ، مطبخ ، اسعد ،
سماء ، كريم .

تمرين ١٥ : ملء الفراغ .

(النبي ، أعدائه ، مبادئ ، الاخلاقية ، المساواة ، روح ، السابع ، الدعوة ،
الخير ، السيئة ، الاجتماعية ، تنظيم ، روحه ، دخول ، غير العربية ، نتائج ،
عدد ، شمالاً ، جنوباً)

- ١ - تعتبر _____ الاسلامية من اكبر الاحداث في تاريخ العرب .
- ٢ - اعلن _____ محمدٌ دعوته الاسلامية في بداية القرن _____
- ٣ - وقعت حروب كثيرة بين النبي محمد وبين _____
- ٤ - شمل تأثير الاسلام جميع النواحي الدينية والسياسية والادبية و _____ و _____
- ٥ - علم الاسلام العرب _____ دينية جديدة .
- ٦ - ساعد الاسلام على تقدم العرب وبناء حضارتهم و _____ حياتهم .
- ٧ - دعا الاسلام الى الايمان بمبادئ الحق والحرية و _____
- ٨ - نشر الاسلام _____ التعاون والمساواة .
- ٩ - حرم الاسلام شرب _____ وغيره من العادات _____
- ١٠ - امتدت الدولة الاسلامية من المحيط الهندي _____ حتى آسيا الصغرى _____
- ١١ - كان لتوسع الاسلام السياسي _____ هامة في الاقتصاد والاجتماع والثقافة .
- ١٢ - يبلغ _____ المسلمين اليوم حوالى ٥٠٠ مليوناً .
- ١٣ - من الدول الاسلامية _____ تركيا وايران وافغانستان وباكستان واندونيسيا .
- ١٤ - تأثر الادب فى _____ وموضوعاته بالدين الاسلامي
- ١٥ - ساعد انتشار الاسلام خارج الجزيرة العربية على _____ عدد من
الكلمات الاجنبية الى اللغة العربية .

تمرين ١٦ : الاختيار المتعدد .

- ١ - كانت القصة العربية القديمة تدور حول
 - أ - وصف الطبيعة .
 - ب - وصف اخبار الحروب .
 - ج - حب الوطن .
- ٢ - القصة العربية الحديثة نتجت عن
 - أ - تأثر الادب العربي بالادب الغربي .
 - ب - تطور فن القصة العربية القديمة .
 - ج - تشجيع الحكومة العثمانية للكتاب العرب .
- ٣ - المقامة لون قصصي قديم تميز
 - أ - بالشعر الفلسفي
 - ب - بكثرة المواضيع التي يبحثها المؤلف .
 - ج - بالسجع ويعنصري الراوي والبطل .
- ٤ - في بدء النهضة الادبية الحديثة استعمل بعض الكتاب اسلوب المقامة
 - أ - لمقاومة الحكم العثماني .
 - ب - لنشر الدين الاسلامي وتشجيعه .
 - ج - ليصوروا بعض نواحي الحياة في المجتمع العربي .
- ٥ - التعريب معناه
 - أ - ترجمة القصة الخريبة الى العربية مع استعمال اسماء عربية .
 - ب - تأليف القصة باللغة العربية .
 - ج - تحسين اللغة العربية بحيث يسهل استعمالها .
- ٦ - في مرحلة التعريب
 - أ - لم يحصل اي تغيير في كتابة القصة .
 - ب - تحسنت القصة من الناحية الفنية .
 - ج - فقدت القصة صفات المقامة القديمة وتحسن وضعها الفني .
- ٧ - عرف جرجى زيدان
 - أ - بقصصه الفلسفية

- ب - برواياته التي تدور على بعض حوادث التاريخ الاسلامي .
ج - بانه مؤلف سوري الاصل .
- ٨ - تشكل قصة " زينب " .
أ - حداثا فاصلا في تاريخ القصة العربية .
ب - محاولة قليلة النجاح في كتابة القصة .
ج - محاولة مثل سابقتها في تاريخ القصة العربية .
- ٩ - يمتاز نجيب محفوظ عن غيره من كتاب القصة
أ - بانه من مصر .
ب - برواياته الكثيرة ذات الطابع المحلي .
ج - بانه ارتفع في بعض قصصه الى مستوى القصة العالمية .

الدرس السابع عشر

تمرين ١ : تبين التراكيب اللغوية

ترجم الى الانكليزية مبينا استعمالات اسم الفاعل active participle في كل من الجمل الآتية وذلك كما في المثل التالي :

He came back late

رَجَعَ متأخراً .

حال

متأخراً

He returned carrying his books.

رَجَعَ حاملاً كُتُبَهُ

حال

حاملاً

مفعول به لـ "حاملاً"

كُتُبَهُ

- ١ - لست قادراً على القيام بهذا العمل الان .
- ٢ - كان عليّ ابن أبي طالب اول المعلنين اسلامهم .
- ٣ - جاء الى امريكا قادماً من سوريا .
- ٤ - يظهر لي انك مطلعة على اللغة العربية وآدابها اطلاقاً واسعاً يا هيفاء .
- ٥ - ظل ثائراً على الاوضاع السيئة حتى آخر لحظة من حياته .
- ٦ - جاء الاسلام محرماً للخمر وغيرها من العادات السيئة .
- ٧ - لست بناسيك مهما طال بعدي عنك .
- ٨ - الدول النامية مفتقرة شعوبها الى الثقافة السياسية والعلم .
- ٩ - عندما دخل كان الجميع واقفين احتراماً له .
- ١٠ - كان خائفاً من عدم النجاح خوفاً عظيماً .
- ١١ - كان ولا يزال صادقا قولاً وعملاً .
- ١٢ - ظلوا مخلصين للثورة بعد ان سجن معظم قوادهم .
- ١٣ - اقادم صديقنا من العراق ام من مصر ؟
- ١٤ - كولومبس هو مكتشف امريكا .
- ١٥ - ان ما لا احبه فيه هو انه قاسي القلب .

تمرين ٢ : دراسة الحروف

ترجم مينا معاني " بـ " فى كل من الجمل التالية :

- ١ - سافرت الى الولايات المتحدة بالطائرة . ٩ - وصلت قبل مجيئه بساعتين .
- ٢ - هذه قصيدة بلا عنوان . ١٠ - اهنككم بمنصبكم الجديد .
- ٣ - قمنا امس بزيارة لرئيس الجمهورية . ١١ - بيتى بجانب النهر .
- ٤ - اعجبت به اعجابا شديدا . ١٢ - مررت بوالدك امس .
- ٥ - اشتريت هذه السيارة بالفي دينار . ١٣ - امسكوا به وهو يحاول ان يهرب .
- ٦ - لماذا تتكلمين بهذه الطريقة . ١٤ - الانسان بأعماله لا بأقواله .
- ٧ - العين بالعين . ١٥ - ذهبت بالمريض الى الطبيب .
- ٨ - حصلوا على ما يريدونه بالقوة . ١٦ - فسر القصيدة بالتفصيل .
- ١٧ - وصل بالسلامة
- ١٨ - اكتب لك هذه الرسالة بالقلم الذى استلمته هدية منك .
- ١٩ - وصل فى الموعد المحدد له بدون اى تأخير .
- ٢٠ - اعترفت الامم المتحدة بالجمهورية الجديدة .
- ٢١ - ليس خالد بقادر على القيام بهذا العمل .
- ٢٢ - يحتفل لبنان باعياد دينية كثيرة منها عيد الفصح وعيد الاضحى .
- ٢٣ - اقدم لكم اجمل التمنيات بمناسبة عيدي الميلاد ورأس السنة .
- ٢٤ - اقول لك - بالله العظيم - اننى لم افعل ذلك .
- ٢٥ - اشترت الجامعة قطعة الارض الجديدة بما فيها من ابنية .
- ٢٦ - تعطى الجوائز للطلاب المتفوقين بحسب درجاتهم .
- ٢٧ - بما انك فى المدينة ليوم واحد ارجو ان تكون ضيفي هذه الليلة .
- ٢٨ - تساعدنى مساعدة كبيرة بوجودك هنا يا اخى .
- ٢٩ - لن اقبل ان ابيع سيارتي بهذا الثمن .
- ٣٠ - ذهبت الى الجامعة واذا بي اجد انها اجلت الدراسة .
- ٣١ - بماذا اشتهر البدو ؟

تمرين ٨ : الاختيار المتعدد .

- ١ - التقى الشاعر بآمال لأول مرة
أ - عندما كانت تسهر مع زوجها .
ب - عندما كانت فى الثانية عشرة من عمرها .
ج - عندما كان يكتب قصيدة ابتسامة يد .
د - عندما كان فى الثانية عشرة من عمره .
- ٢ - اختار الشاعر لقصيدته عنوان " ابتسامة يد " لأن
أ - آمال ابتسمت للشاعر عندما التقيا وكانت مع زوجها .
ب - يد آمال كانت بيضاء مثل الابتسامة .
ج - يد آمال كانت تبسم كما خيل له .
د - الشاعر لا يريد ان يرى وجه آمال بعد زواجها .

تمرين ٩ : ملء الفراغ

- (الجامع ، تأخر ، ملابس ، انواع ، لا سيما ، محدود ، انشأت ، ذات ، جوار ، المواطنون ، ذنب ، خريجين ، يصدق ، المفهوم ، هرب ، تهمة ، سبقت ، المتفوقين ، الغى ، حققت ، نظرى ، الجدير ، سعى)
- ١ - لم تكن المدارس واسعة الانتشار فى العالم العربى قبل القرن التاسع عشر بل كانت ————— الانتشار .
 - ٢ - بدأت المدارس ب ————— الحديث فى العالم العربى فى بداية القرن التاسع عشر .
 - ٣ - نعى بالمعاهد المهنية تلك المدارس ————— الطابع الزراعى او الصناعى او التجارى .
 - ٤ - من اشهر المساجد فى العالم العربى ————— الازهر و ————— الزيتونة و ————— القرويين .
 - ٥ - ومن ————— بالذكر ان هذه المساجد لا تزال موجودة ومفتوحة للطلبة .

- ٦ - _____ بريطانيا و ألمانيا وفرنسا وغيرها من الاقطار الاوروبية فى النهضة الفكرية .
- ٧ - _____ مصر المدارس الحديثة فى بداية القرن التاسع عشر .
- ٨ - _____ ظهور الجامعات الوطنية فى العالم العربى حتى القرن العشرين .
- ٩ - تهتم الحكومات العربية بجميع مراحل التعليم _____ المرحلة الابتدائية لرفع مستوى المواطنين العلمى .
- ١٠ - تخصص وزارات التربية الجوائز لتشجيع الطلبة _____
- ١١ - معنى مشكلة الامية فى العالم العربى هو ان نسبة كبيرة من _____ لا تعرف القراءة والكتابة .
- ١٢ - يرى معظم الطلاب فى العالم العربى ان التعليم _____ افضل من العمل اليدوى .
- ١٣ - يعتبر التعليم المهنى من اهم _____ التعليم الذى تحتاجه البلاد العربية فى نهضتها الصناعية .
- ١٤ - _____ الامية العربية تقدا ملحوظا فى التعليم فى السنوات الاخيرة
- ١٥ - ازداد عدد _____ الجامعات العربية زيادة كبيرة فى النصف الثانى من هذا القرن .

تمرين ١٠ : الاختيار المتعدد .

- اختر العبارة او الكلمة المناسبة من العبارات والكلمات الخاصة بكل جملة وذلك لتكملة كل من الجمل التالية ، مستعينا بالنص فى الدرس الثانى عشر .
- ١ - تعتبر البلاد العربية غنية بمواردها الاقتصادية لانها
 - أ - تقع عند ملتقى قارات اسيا واوربا وافريقيا .
 - ب - تتمتع بمركز تجارى هام وموارد طبيعية كالبتروىل .
 - ج - ذات موقع سياحي جيد .
 - د - تتمتع بما جاء فى أ ، ب ، ج .
 - ٢ - توجد آثار الفراعنة فى
 - أ - مصر

- ب - العراق
ج - لبنان
د - الكويت
- ٣ - توجد اثار البابليين في
أ - لبنان
ب - سوريا
ج - الاردن
د - العراق
- ٤ - تعتمد الزراعة في العالم العربى على
أ - الامطار فقط
ب - الانهار فقط
ج - الابار فقط
د - جميع هذه المصادر المائية
- ٥ - تقوم الزراعة في مصر بشكل اساسي على مياه
أ - الامطار
ب - الانهار
ج - الابار
د - جميع هذه المصادر المائية
- ٦ - تستخدم الابار لاغراض زراعية في بعض الاقطار العربية وخاصة
أ - الجمهورية العربية المتحدة
ب - الجمهورية العربية السورية
ج - المملكة العربية السعودية
د - جميع هذه الاقطار العربية
- ٧ - اكثر البلاد العربية انتاجا للقطن هي
أ - مصر وسوريا
ب - مصر والسودان

ج - المَغْرِبَ والجزائر

د - المَغْرِبَ وتونس

٨ - اكثر البلاد العربية انتاجا للبتخ هي

أ - سوريا

ب - اليَمَن

ج - العراق

د - الجزائر

٩ - يشكل انتاج العالم العربى من الزيت بالنسبة للانتاج العالمى حوالى

أ - ٧٥ ٪

ب - ٥٠ ٪

ج - ٤٠ ٪

د - ٢٥ ٪

١٠ - اكثر الدول العربية تصديرا للفوسفات هي

أ - الجزائر

ب - المَغْرِبَ

ج - العراق

د - سوريا

١١ - اكثر الدول العربية تصديرا للحديد هي

أ - الجزائر

ب - المَغْرِبَ

ج - العراق

د - سوريا

١٢ - ادى استغلال الموارد الطبيعية فى العالم العربى الى

أ - ارتفاع مستوى المعيشة

ب - ازدهار الصناعات المختلفة

ج - تحسين وسائل المواصلات

د - تحقيق جميع هذه الاغراض

١٣- وضعت الدول العربية خططا اقتصادية مشتركة لانها

- أ - تدرك اهمية شراء المنتجات الزراعية من الخارج
- ب - لا تريد تصدير منتجاتها الى بعضها البعض .
- ج - تدرك اهمية النمو الاقتصادي المتكامل .
- د - لا تريد تحسين التعاون الاقتصادي .

تمرين ١١ : الاختيار المتعدد . ملء الفراغ

املا الفراغات بالكلمة او العبارة المناسبة

١ - _____ الطباعة الحديثة وصول الكتب الى اكبر عدد من القراء .

أ - تَوَسَّعت

ب - يَسَّرَت

ج - اقْتَرَبَت

د - تَخَلَّصَت

٢ - تجمع هذه القصة الرائعة بين _____ والواقع .

أ - الخيال

ب - النشاط

ج - الميدان

د - الترابط

٣ - يقدم هذا المطعم بعض الاكلات العربية اللذيذة التي _____ زوجة

صاحب المطعم .

أ - تزيدها

ب - تيسرها

ج - تطبخها

د - تغطيها

٤ - توسعت الجامعة توسعا ملحوظا خلال السنوات الاخيرة ، بحيث _____ عدد

خريجيهما هذا العام عن الالفى طالب وطالبة .

أ - قضى

ب - استحبال

ج - زاد

د - صعد

٥ - عبّر المحاضر عن ثقته في نجاح المؤسسات التي انشأتها الدولة في مختلف

_____ الاقتصادية

أ - الميدان

ب - الميدانين

ج - الميادين

د - الميدانات

٦ - وأخيرا حصل على وظيفة ب _____ جيد

أ - راتب

ب - شأن

ج - غداء

د - رأي

٧ - وفجأة، غيّر رأيه وصاح قائلاً " أنا اوافق _____ هذا الاقتراح "

أ - من

ب - في

ج - الى

د - على

٨ - لقد شعر بالخربة حينما عاش _____ في ذلك البلد البعيد .

أ - سعيدا

ب - وحيدا

ج - آمنا

د - أسفا

٩ - وزير الخارجية مسؤول عن دراسة _____ الدولية

أ - الحقائق

ب - المسافات

ج - الامراض

د - الشؤون

١٠- يجب ان تسرع الى السوق اذا اردت الحصول على هذا النوع من

الشيء لانه توجد كميات ——— منه .

أ - كبيرة

ب - محدودة

ج - واسعة

د - رائعة

تمرين ١٢ : تركيب جمل

استعمل الكلمات التالية فى جمل مفيدة :

أذن ، بيض ، اخفى ، دخّن ، سن (عمر) ، اعتاد على ،
صاحب ، اشتغل ، قتل ، اطمأن ، مكافأة ،

تمرين ١٣ : الاختيار المتعدد .

١ - الشعر العربي التقليدي يعتمد على

أ - تعدد الاوزان

ب - الوزن فقط .

ج - القافية فقط .

د - وحدة الوزن والقافية .

٢ - الشعر المنشور هو الشعر الذي

أ - لا وزن له .

ب - لا يعتمد على وزن او قافية .

ج - لا قافية له .

د - يعتمد على كل من الوزن والقافية

٣ - الشعر الحر يعني

- أ - تعدد الوزن والقافية .
- ب - الشعر المنشور .
- ج - الشعر الذى تحرر من الوزن وحده .
- د - الشعر الذى تحرر من القافية وحدها .

تمرين ١٤ : الاختيار المتعدد .

- ١ - نفهم من الحوار الذي دار بين الفتى والشيخ
 - أ - ان الفتى املأ في اصلاح الارض وسكانها .
 - ب - ان الشيخ لا يهتم بالارض وسكانها .
 - ج - ان الشيخ يائس من اصلاح .
- ٢ - يرى الشيخ ان اصلاح
 - أ - غير ممكن .
 - ب - ممكن عندما يتعلم الشعب ويعلم كيف يحافظ على حقوقه .
 - ج - ممكن عندما يتعلم الحكام كيف يحافظون على حقوق الشعب .
- ٣ - نفهم من نهاية الحوار ان
 - أ - الفتى اتفق مع الشيخ في رأيه .
 - ب - الفتى لم يتفق مع الشيخ في رأيه .
 - ج - الشيخ يئس من اصلاح الفتى .

تمرين ١٥ : الاختيار

- ١ - يدلنا الحوار القصير الذي جرى بين الوالد وابنه ان
 - أ - زيدا لا يهتم بمصلحة عَمَرُو .
 - ب - البرامج الدراسية في المدارس العربية متخلفة .
 - ج - ضرب الاولاد في المدارس الابتدائية العربية امر شائع .
- ٢ - نفهم من هذه القطعة ان الكاتب
 - أ - يدعو الى تطوير البرامج الدراسية العربية بحيث تصبح في مستوى الحضارة الحديثة .

- ب. - لا يريد تغيير الكتب التي تدرس في المدارس العربية
ج. - يرغب في الإصلاح بين الولدين المتقاتلين .

الدرس الثامن عشر

تمرين ٥ : استعمالات " غير "

ترجم مبينا معاني " غير " في كل من الجمل التالية :

- ١- التقيت بها على غير موعد .
- ٢- سافر ابنه الى فرنسا من غير علم منه .
- ٣- اجتمعت برئيس الجامعة غير مرة .
- ٤- القول غير العمل .
- ٥- كثيرا ما كان كلام محاضرتنا امس في غير محله .
- ٦- كنت اود زيارتكم عندما كنت في بغداد غير ان وقتي كان ضيقا .
- ٧- زرت بلدا واحدا في الشرق الاسط لا غير .
- ٨- قابلت غير واحد من اللغويين في الولايات المتحدة .
- ٩- ذهب للدراسة في انكلترا غير انه عاد بغير شهادة .
- ١٠- عندما زرنه اكلنا اللحم والبيض والحلويات وغير ذلك من الاطعمة .
- ١١- سليم غير قادر على مواجهة مشاكله بثقة .
- ١٢- غيري يجعل من المال لها اما انا فما المال عندي الا وسيلة .
- ١٣- بعد ان اطمان الى نجاحه خرج من عند المدير بغير الوجه الذي دخل به .
- ١٤- رجح الجميع غير خالد .
- ١٥- واصل عمله باخلاص غير مهتم بما يقوله الغير عنه ممن لا يحبونه .
- ١٦- في رأي بعض الكتاب ان القومية تقوم على ثلاثة اركان ليس غير : اللغة والدين والتاريخ المشترك .
- ١٧- طلب الزواج منها غير واحد من الرجال ولكنها رفضتهم جميعا .

تمرين ٨ : الاختيار المتعدد .

عرف الناس بأمر الرسالة

- أ - لان زوجة الصحفي طلبت منهم ان يذكروه .
- ب - لان الصحفي وضع ورقة على ظهره يطلب منهم ان يذكروه بها .
- ج - لان الزوجه وضعت ورقة على ظهره فتطلب منهم ان يذكروه بها .
- د - لان الصحفي وضع الرسالة على ظهره .

تمريـن ٩ : الاختيار المتعدد - ترجمة

Choose the appropriate English translation for each of the sentences on tape.

اختر الترجمة الانكليزية المناسبة لكل

من الجمل المسجلة على الشريط .

1. a. I saw the speech of the minister in the paper yesterday.
b. I did not read the minister's speech in the paper yesterday.
c. I went over the president's speech in the paper yesterday.
2. a. Bustani liberated a magazine in Beirut.
b. The gardener edited a magazine in Beirut.
c. Bustani edited a paper in Beirut.
3. a. We discussed many matters concerning the modern literary renaissance.
b. We discussed many orders concerning the modern literary renaissance.
c. We discussed many matters concerning the modern scientific renaissance.
4. a. His teacher is one of the able orientalists.
b. His teacher is one of those who are able to go East.
c. Her teacher is one of those who studied in the East.
5. a. This paper is widely circulated.
b. This paper is one of the widely circulated papers.
c. This paper has the widest circulation.
6. a. There are few common interests among the Arab states.
b. Common interests find the Arab states together.
c. The Arab states get together because of common interests.
7. a. The student reached the university.
b. The student arrived to study at the university.
c. The student continued his study at the university.
8. a. The Lebanese use the Hijrah calendar.
b. The Lebanese got used to emigration.
c. The Lebanese are used to using the Hijrah calendar.
9. a. The actors agreed to keep in touch.
b. The representatives reached an understanding to improve means of communications.
c. The representatives understood the importance of communications.

تمرين ١٠ : ملء الفراغ

- تكتسب ، يفصل ، طاهرة ، قطار ، تنقسم ، تحديد ، التفاهم ،
قاسي ، مثالا ، الفجر ، نجوم ، ظلم ، تنتمي ، تستند ، ضرر ،
ادى ، تشكّل ، عزاء ، الحقيقة ، تضم ، بؤس ، مذهب ،
١- يحاول الكاتب _____ اركان القومية العربية .
٢- _____ الاقطار العربية المتعددة قومية واحدة هي القومية العربية .
٣- _____ فرنسا واسبانيا لمذهب ديني واحد .
٤- يوجد في الولايات المتحدة اكثر من _____ ديني واحد .
٥- ليس من الضروري ان _____ الدول ذات التاريخ المشترك قومية واحدة .
٦- هل تستطيع ان تعطي _____ واحدا عن الدول التي تشترك في اللغة
وليست لها قومية واحدة ؟
٧- من اهداف الفلسفة البحث عن _____
٨- ان القومية العربية _____ الى اسس كثيرة منها اللغة والدين والتاريخ
و _____ المشتركة
٩- هل هناك فاصل طبيعي كبير _____ الولايات المتحدة عن بعضها البعض ؟
١٠- يقول الكاتب ان اللغة وسيلة _____ العقل الى بين الناس .
١١- _____ القوميات على اساس لغوي
١٢- يعمل بعض الفلاحين من _____ حتى المساء
١٣- _____ الشعور القومي الى توحيد العرب على اختلاف اديانهم .
١٤- _____ القومية العربية دولا عديدة كالمغرب والجزائر والسودان ومصر
وسوريا والعراق ٠٠٠٠ الخ
١٥- تعتبر القومية _____ اجتماعية وسياسية جديدة

تمرين ١١ : الاختيار المتعدد

مستعينا بالنص في الدرس الحادي عشر

- ١ - كانت سلوى تجلس في الطائرة بجانب
أ - قائد الطائرة

- ب - ب - امرأة مصرية .
ج - رجل هندي .
- ٢- اخذت سلوى تقرأ شيئاً من القرآن لانها
أ - كانت محتادة على ذلك .
ب - كانت خائفة .
ج - تريد هريش ان يسمعها .
- ٣- كانت السورة التي تعيدها سلوى هي سورة
أ - الطمانينة والامان .
ب - قل هو الله احد .
ج - الفاتحة .
- ٤- كان هريش
أ - مُسلماً
ب - مسيحياً
ج - بوذياً
- ٥- قال هريش لسلوى بانه
أ - لايقول شيئاً حينما يكون خائفاً .
ب - لا يخاف ابداً حينما يركب الطائرة .
ج - يقول كلاماً حينما يكون خائفاً .
- ٦- كان هريش وسلوى مسافرين الى
أ - الهند للسياحة .
ب - مصر للزيارة .
ج - بريطانيا للدراسة .
- ٧- لم يكن هريش يشعر بالخوف فى تلك المرة لانه
أ - كان يقرأ كلاماً من الديانة البوذية .
ب - كان قد ركب الطائرة قبل ذلك .
ج - كان ينظر الى سلوى طول الوقت .

٨ - كانت سلوى خائفة من الغربة فى لندن لانها

أ - لم تكن تعرف اللغة الانكليزية .

ب - لم تكن تعرف الرجل الذي يجلس بجانبها .

ج - لم تكن قد سافرت قبل ذلك .

٩ - عندما سألها هريش ان تتزوجه

أ - رفضت سلوى لان دينها يحرم ذلك .

ب - رفضت لان اهلها لا يوافقون على ذلك .

ج - وافقت لانها كانت تحبه .

١٠ - لم تخبر اهلها بزواجها

أ - لانها كانت مصابة بمرض قاتل .

ب - لان زوجها لم يوافق على ذلك .

ج - لانها خافت الا يوافقوا على ذلك .

١١ - كان امل سلوى الاخير هو

أ - ان يأخذها والدها معه الى مصر .

ب - ان يدفنها والدها فى القاهرة .

ج - ان يدفنها والدها كالمسلمين

تمرين ١٢ : الاختيار المتعدد . مراجعة المفردات

١ - تعمل مصر على زيادة مواردها المالية عن طريق ——— اسواق خارجية

لمنتوجاتها الصناعية .

أ - اقتصار

ب - التحاق

ج - ايجاد

د - افتقار

٢ - اقترح جبراء الزراعة اقامة سد ل ——— كميات وفيرة من المياه خلال

الرييح واستغلالها فى فصل الصيف .

أ - بعث

- ب - قصد
ج - ملء
د - خزن
- ٣ - دافع عن عقائده السياسية دفاعا — على معرفة واسعة بالظروف الدقيقة التي تمر بها الثورة
- ١ - يغلب
ب - يشغل
ج - يتميز
د - يعدل
- ٤ - يمكن ان تعيش عدة اجناس فى بيئة جغرافية واحدة ولكن ذلك — تسامحا متبادلا بين جميع العناصر .
- ١ - يلاقي
ب - يسهم
ج - يتحمل
د - يتطلب
- ٥ - تعتبر الرياضة، والموسيقى ، والسينما ، من — التسلية
- ١ - خطوط
ب - وسائل
ج - غايات
د - مواسم
- ٦ - هل يوجد — معين يدلنا على ان هذه القطعة النثرية او الشعرية قيّمة ام لا ؟
- ١ - مقياس
ب - موسم
ج - نصيب
د - مجال
- ٧ - يقوم استاذنا الان بتأليف كتاب عن رواد النهضة العربية . سيقع الكتاب فى

ثلاثة اجزاء ويحتوي كل جزء على ٣٥٠ صفحة تقريبا

١ - فى

ب - من

ج - ل

د - ب

٨ - يجب ان تتبادل ——— لحل المشاكل التي تتصل بمصير امتنا ومستقبلها
سواء كانت هذه المشاكل بسيطة ام صعبة .

١ - العواطف

ب - الاراء

ج - العمليات

د - الخطوط

٩ - ——— ميناء بورسعيد على قناة السويس التي تصل بين البحر الاحمر والبحر
الابيض المتوسط .

١ - يبرز

ب - يققح

ج - يشغل

د - يعني

١٠ - لقد ——— هذا المصنع عن الانتاج بالنظر الى صعوبة الحصول على
المواد الاولية الضرورية .

١ - استمر

ب - زاد

ج - توقف

د - لاحظ

تمرين ١٣ :

استعمل الكلمات التالية فى جمل مفيدة :

تأمل ، بارز ، ابتسم ، بينما ، احترق ، فحسب ، عبد ، علق على ،

مدح : مساحة .

تمرين ١٤ : الاختيار المتعدد . الاجوبة لايجاد الفكرة الاساسية

- ١ - يظهر لنا من هذه القطعة ان
 - أ - المؤلف يحب السياسة ويدعو لها .
 - ب - السياسة ظاهرة جديدة في المجتمع العربي .
 - ج - السياسة سادت جميع جوانب الحياة العربية وقادت انظار العرب بعيدا عن مشاكلهم المهمة .
- ٢ - يرى المؤلف ان كثرة اهتمام الناس بالسياسة
 - أ - سببت قلقا نفسيا لكثير من الناس .
 - ب - ادت الى تغلب القديم على الجديد .
 - ج - لم تساعد على ازدياد التغيير في المدن .

تمرين ١٥ : الاختيار المتعدد

- ١ - الامثال بطبيعتها
 - أ - تنشأ على مر السنين مما يحدث للشعوب من تجارب مختلفة .
 - ب - تختص بناحية لا قيمة لها في حياة المجتمع .
 - ج - مهمة لدى الافراد الاميين في اي مجتمع .
- ٢ - تتناول الامثال العربية
 - أ - الناحية الدينية فقط .
 - ب - الناحية الاجتماعية .
 - ج - جميع نواحي الحياة .

تمرين ١٦ : الاختيار المتعدد

- ١ - يسكن الأسكيمو
 - أ - شواطئ المحيط المتجمد الشمالي .

- ب - شواطئ أوروبا الشمالية .
 ج - شواطئ المحيط المتجمد الجنوبي .
- ٢ - يعيش الاسكيمو على
 أ - الزراعة .
 ب - الصناعة .
 ج - الصيد .
- ٣ - لم يحاول الاسكيمو هجرة اراضيهم الجديدة الشديدة البرد .
 أ - لانها جرداء لا يمكن زراعتها .
 ب - لانها مغطاة بالثلج معظم ايام السنة .
 ج - لانهم ابتكروا وسائل يسرت الحياة فيها .
- ٤ - يعيش الاسكيمو في الشتاء في
 أ - خيام من جلود الحيوانات .
 ب - بيوت مبنية من الثلج .
 ج - بيوت مبنية من الحديد .
- ٥ - لغة الاسكيمو
 أ - تشبه اللغة الهندية .
 ب - تشبه اللغة العربية .
 ج - لا تشبه اي منهما .
- ٦ - يصيد الاسكيمو
 أ - الاسماك فقط .
 ب - الذئاب فقط .
 ج - الحيوانات المختلفة .
- ٧ - ان الذي يقوم بصنع وسيلة المواصلات هو
 أ - الرجل فقط .
 ب - المرأة وحدها .
 ج - العائلة كلها .

تمرين ٣ : دراسة الحروف

ترجم مبينا معاني " في " في كل من الجمل التالية :

- ١ - السعادة في اطمئنان النفس . ٤ - ستجح في امتحاناتك فيما اعتقد .
- ٢ - تقح بيروت في لبنان . ٥ - سلازورك فيما بعد .
- ٣ - ثلاثة في ثلاثة يساوي تسعة . ٦ - وصلوا الى اتفاق فيما بينهم .
- ٧ - شهرة شِكْسِير في مسرحيته " هاملت " اكثر من شهرته في اية مسرحية اخرى .
- ٨ - بعث الاسلام في العرب روحا جديدة .
- ٩ - دخل الغرفة واخذ في الحديث لمدة ثلاث ساعات .
- ١٠ - ساقابل الرئيس في الساعة السادسة مساء .
- ١١ - هل لك في ان تأخذ قطعة من الحلويات يا حيدر ؟
- ١٢ - كان اجتماعهم مجرد كلام في كلام .
- ١٣ - فيما مضى كان كثير من الامريكيين يعتقدون بان العرب يتنقلون من مكان الى آخر على الجمال .
- ١٣ - ابتسمت له في رضى بعد ان تصالحا .
- ١٤ - كتب توفيق الحكيم في القصة والمسرح .

تمرين ١١ : تبين التراكيب اللغوية

بين استعمالات الجملة المصدرية noun clause في كل من الجمل

التالية ثم حول كما في المثل :

يصعب علي ان احل هذه المشكلة . It is difficult for me to solve this problem.

ان احل هذه المشكلة subject of يصعب

يصعب علي حل هذه المشكلة

- ١ - كنت اتمنى لو استعرضنا جهودك في كل ميدان .
- ٢ - لا شك من انه رجل كريم .
- ٣ - اود ان ازور القدس .
- ٤ - يُستحسن ان يبدأ العمل في المشروع الجديد حالا .
- ٥ - سأظل مخلصا لك ما دمت مخلصا لي .

- ٦ - يجب ان نهتم بمشاكلنا الاجتماعية كل الاهتمام .
- ٧ - اعترف بذنبه مخافة ان يعذبه .
- ٨ - من السهل علي ان احل هذه المشكلة .
- ٩ - من نتائج اجتماعاتهم انهم وافقوا على مشاريع ثلاثة جديدة قدمت اقتراحات بشأنها .
- ١٠ - غايته ان يصل الى الحكم باية وسيلة .
- ١١ - كثيرا ما تمنيت ان اقوم برحلة حول العالم .

تمرين ١٢ : الاختيار المتعدد الاجوبة .

- اختر الجواب المناسب لتكملة الجملة التالية :
- يرى الكاتب ان النسيان ضروري كالحفظ لأن
- أ - العقل بحاجة الى راحة بعد الدرس .
 - ب - التلاميذ لا يعملون خلال العطلة .
 - ج - اهل التلاميذ يأتون بمعلمين اثناء العطلة .
 - د - العقل لا ينسى شيئا اثناء العطلة .

تمرين ١٣ : الاختيار

اختر الترجمة الانكليزية لكل من الجمل المسجلة على الشريط .

1. a. The Arabs use part of the labor force they have.
b. The Arabs utilize almost all the labor force they have.
c. The Arabs are satisfied with the labor force they have.
2. a. He came to entertain her because she is the only daughter.
b. He came to keep her company because she is lonely.
c. He came to entertain her because she is alone.
3. a. The minister came to the meeting late.
b. The minister arrived early at the meeting.
c. The minister did not attend the meeting.

4.
 - a. Illiteracy is the biggest Arab problem.
 - b. Nationalism is the biggest Arab problem .
 - c. Motherhood is the biggest Arab problem.
5.
 - a. Some attempts were made to facilitate Arab communications.
 - b. Some attempts were made to make the Arabic script easier.
 - c. Attempts are being made to make Arab speeches easier.
6.
 - a. Minorities are respected in the Arab world.
 - b. Religious minorities are respected in the Arab world.
 - c. The rights of minorities are respected in the Arab world.
7.
 - a. He arrived at the matter.
 - b. He exaggerated the matter.
 - c. He exaggerated the order.
8.
 - a. He joined the university to complete his religious studies.
 - b. He joined the mosque to finish his religious study.
 - c. He finished his religious studies in the university.
9.
 - a. He lives near his landlord.
 - b. He moved into the neighborhood of his landlord.
 - c. He died.
10.
 - a. My brother worked in oil production.
 - b. I have a brother who works in the production of oil.
 - c. Oil production is the work of his brother.
11.
 - a. Rights engendered laws.
 - b. Rights confirmed laws.
 - c. Laws secure rights.

تمرين ١٤ : ملء الفراغ

(نادٍ ، يتبادل ، فقد ، الحقول ، عطلة نهاية ، انقذ ، النهار ،
الدوائر ، اغنية ، الصيف ، الغداء ، بشر ، الترابط ، استحق ، تسلية ،
السن ، الشائعة ، المواسم ، الريح ، حلم ، يحتل ، الفطور ، يفرح)
١ - يشتغل العمال في المصانع ، يعمل الفلاحون في ——— والموظفون
في ——— الحكومة .

٢ - يشتغل العامل طول ——— ، وفي المساء يذهب الى بيته ل ——— .

٣ - يعتبر ——— وجبة الطعام الرئيسية عند العرب .

٤ - ——— الاصدقاء بطاقات التهاني بمناسبة الاعياد .

٥ - صديقى يحب الرياضة كثيرا ، وينتمى الى ——— رياضي مشهور .

٦ - السينما والتلفزيون والشطرنج هي من وسائل ——— .

٧ - تقح ——— الاسبوع في معظم الاقطار العربية يوم الجمعة .

٨ - تبادل الزيارات العائلية والذهاب الى المقاهى في المساء هما من العادات

———— في العالم العربى .

٩ - تنقطع الدراسة تماما في فصل ——— في مصر .

١٠ - عيد الفطر مكانة خاصة في قلوب المسلمين .

١١ - يدل الزواج بين ابناء العم وبنات العم على ——— الوثيق بين افراد

العائلة والاقرباء .

١٢ - كثيرا ما تملأ اوراق تحتوي على المعلومات التالية :

الاسم : ———

العمل : ———

العنوان : ———

١٣ - ——— الاطفال بالعيد فرحا شديدا .

١٤ - تعتبر ايام الحج من ——— الدينية المهمة بالنسبة للمسلمين .

١٥ - يقح عيد النيروز في اول فصل ——— .

تمرين ١٥ : الاختيار المتعدد الاجوبة للتكملة

- ١ - ينتمي معظم المخترعين العرب في امريكا الى اصل
أ - عراقي
ب - مصري
ج - لبناني
- ٢ - اسباب هجرة العرب سواء كانوا من لبنان او غيره من الاقطار العربية هي
أ - واحدة
ب - مختلفة
ج - غير مفهومة
- ٣ - ابتدأت هجرة اللبنانيين الى امريكا
أ - في الربع الاول من القرن التاسع عشر
ب - في الربع الاخير من القرن التاسع عشر
ج - في الربع الاول من القرن العشرين
- ٤ - هجرة اللبنانيين الاوائل الى بلدان غير خاضعة للحكم العثماني تدل على
أ - انهم كانوا مسرورين بالحكم العثماني
ب - انهم كانوا يشعرون بالظلم هناك
ج - انهم اضطروا الى البقاء في لبنان
- ٥ - ان الحالة الاقتصادية سيئة في لبنان بسبب
أ - عدم وجود مشاريع زراعية وصناعية كبيرة
ب - عدم اتباع سياسة اقتصادية سيئة
ج - عدم الحصول على المنتجات من الاسواق الخارجية
- ٦ - ساعد ازدياد عدد السكان في لبنان على الهجرة لان
أ - مساحته صغيرة
ب - اقتصاده سليم
ج - مشاريعه ناجحة
- ٧ - طموح اللبنانيين هنا معناه

- ١ - تسهيلهم الهجرة للآخرين .
- ب - حبسهم للاسفار الكثيرة .
- ج - استقرارهم فى وطنهم الصغير .
- ٨ - انشأ المهاجرون اللبنانيون مؤسسات دينية وثقافية لكي
- أ - تساعد اللبنانيين الآخرين على الهجرة الى امريكا .
- ب - تشجع المهاجرين على العودة الى لبنان .
- ج - تهتم بشؤون المهاجرين وتقوية الروابط بينهم .
- ٩ - من الصحف العربية التي صدرت فى امريكا فى القرن الماضى ولا تزال تصدر حتى اليوم
- أ - السائح
- ب - السميع
- ج - الهدي
- ١٠ - يمتاز ادب المهجر ب
- أ - اهتمامه بالتقاليد القديمة .
- ب - نزعة القومية الضيقة
- ج - تحرره من قيود الاساليب القديمة .

تمرين ١٦ : الاختيار المتعدد الاجوبة للتكملة
اختر الجواب المناسب في الاجوبة الخاصة بكل جملة وذلك لتكملة كل من الجمل التالية :

- ١ - يبلغ عدد سكان البلاد العربية فى الوقت الحالى
- أ - اكثر من مئة مليون نسمة .
- ب - اقل من مئة مليون نسمة .
- ج - مئة مليون نسمة تقريبا .
- ٢ - يسكن الفلاحون فى المناطق
- أ - الحضرية
- ب - الريفية
- ج - الصحراوية .

- ٣ - يشغل العرب المسلمون نسبة كبيرة من سكان العالم العربي تبلغ :
- أ - ٨٢ ٪
- ب - ٩٣ ٪
- ج - ٩٤ ٪
- ٤ - ان ظاهرة وجود سكان ينتمون الى اديان مختلفه في العالم العربي ترجع الى
- أ - العصر الحديث
- ب - العصور القديمة
- ج - العصور الوسطى
- ٥ - من اسباب التسامح الديني في العالم العربي هو
- أ - عدم وجود اديان غير سماوية اخرى
- ب - تمييز الاسلام بين العرب وغير العرب من المسلمين
- ج - اعتراف الاسلام بالاديان السماوية التي سبقته
- ٦ - اسهم ابناء الاقليات الدينية والقومية في خدمة الحضارة العربية في العصر الحديث وذلك عن طريق
- أ - مشاركتهم في بناء النهضة الاجتماعية والثقافية
- ب - تركهم حرية التصرف بشؤون معيشتها
- ج - عيشهم الى جانب المسلمين
- ٧ - اكبر الاقليات التي تتكلم بغير العربية هم
- أ - الشركس
- ب - الاكراد
- ج - البربر
- ٨ - يسكن اكثر افراد الاقلية الكردية في
- أ - لبنان والعراق
- ب - لبنان وسوريا
- ج - سوريا والعراق
- د - مصر وفلسطين
- ٩ - يسكن البربر في

- أ - العراق .
- ب - لبنان وسوريا .
- ج - شمال افريقيا .
- ١٠ - تبلغ نسبة المسيحيين في العالم العربي
- أ - ٥٠ ٪ .
- ب - ١٥ ٪ .
- ج - ٥ ٪ .
- ١١ - مؤسس مجلة الهلال القاهرية
- أ - بطرس البستاني .
- ب - جرجى زيدان .
- ج - سلامة موسى .
- ١٢ - جبران خليل جبران
- أ - من كبار ادباء المهجر .
- ب - مشهور بآرائه الاشتراكية .
- ج - اسهم في تأسيس حزب البعث .
- ١٣ - يسكن الدروز في
- أ - العراق والاردن
- ب - مصر والمغرب
- ج - لبنان وسوريا
- ١٤ - من الاقليات التي تسكن العراق
- أ - اليزيديون والحابشة .
- ب - الشركس والبربر .
- ج - الاقباط والشركس .
- ١٥ - ان الذى يجمع بين الاقليات الدينية والقومية المختلفة في العالم العربي هو
- أ - الدين الاسلامي .
- ب - اللغة العربية .
- ج - المشاعر المشتركة .

تمرين ١٧ : الاختيار المتعدد . مراجعة المفردات

١ - ——— وزير التجارة للصحفيين ان المسؤولين ناقشوا زيادة الصادرات الى الخارج خلال العام الحالى ، ودعا جماهير العمال الى زيادة الانتاج

أ - امر

ب - تذكر

ج - تساءل

د - اعلن

٢ - لقد ——— من البلاغات الحربية التي اذاعتها وزارة الدفاع ان الجيش فى الواقع ، لم يشترك فى الحرب .

أ - احتفظ

ب - طبع

ج - تبين

د - امتد

٣ - كان لازدهار الصناعة فى اوروىا ——— فى تقدم الحياة الاقتصادية والاجتماعية

أ - اعتمد

ب - اثر

ج - تمديد

د - صيانة

٤ - من غايات الصوم ان يعرف الاغنياء شيئا عن آلام المساكين الذين لا

طعاما

أ - يسلبون

ب - يخلطون

ج - يلجأون

د - يملكون

٥ - تناول طعام ——— حوالى الساعة الثامنة صباحا .

أ - الفطور

ب - الغداء

ج - اللذيذ

د - المكافأة

٦ - ان هذه التهمة — لا تقوم على اية حوادث واقعية ، ويجب
الغاؤها .

أ - صحيحة

ب - حقيقية

ج - باطلية

د - رئيسية

٧ - يسعدنى ان اسمع ان الاسرة التى تعيش في جوارنا — ثروتها في
مساعدة المدارس والمكتبات في مدينتنا

أ - تتعب

ب - تحاسب

ج - تقاطع

د - تستخدم

تمرين ١٨ : تركيب الجمل

استعمل الكلمات التالية في جمل مفيدة

اذ ، جذور ، دليل ، اعتذر ، قبر ، انقص ، هيئة ،

هكذا ، همس ، ياس .

تمرين ١٩ : الاختيار المتعدد الاجوبة للتكملة

اختر الجواب المناسب من الاجوبة الخاصة بكل جملة وذلك لتكملة كل

من الجمل التالية :

١ - يريد المؤلف ان يصبح ابنه عالما لا اديبا لان

أ - راتب العالم اكثر من راتب الاديب

- ب - مكانة العالم فى المجتمع العربى افضل من مكانة الشاعر .
ج - المجتمع العربى بحاجة كبيرة الى علماء لا شعراء .
٢ - يرى الكاتب ان مستقبل العالم العربى يعتمد على
أ - علم التاريخ .
ب - التكنولوجيا .
ج - علم الاجتماع .
د - علم الانسان .
٣ - لكى يضمن الكاتب مستقبل العالم العربى ينصح بان
أ - تشجع الدول العربية العلوم الانسانية .
ب - تخصص الدول العربية اكثرية مواردها للعلوم التطبيقية وتشجع الاختراع .
ج - تزيد عدد الجامعات التى تشجع التعليم النظرى .

تمرين ١٠ : الاختيار المتعدد الاجوبة للتكملة

- اختر الجواب المناسب من الاجوبة الخاصة بكل جملة وذلك لتكملة كل من الجمل التالية :
- ١ - علّل الكاتب سبب تخلف الشرق عن الغرب
أ - بكون الحضارة الغربية احدث من الشرقية .
ب - بكون الغرب اكثر مادية والشرق اكثر روحية .
ج - باعتماد الشرق في حياته على الزراعة بينما يعتمد الغرب على الصناعة .
٢ - الزراعة فى نظر الكاتب
أ - تؤدّي الى التغيير والاختراع والتقدم .
ب - تشجع علم الادب .
ج - محافظة لا تشجع التغيير والاختراع والتقدم .

الدرس العشرون

تمرين ٢ : تحويل

حوّل من المجهول الى اسم المفعول كما في المثل التالي :

He was one of the employees who were greatly depended upon in the company.

كان من الموظفين الذين اعتمد

عليهم اعتمادا كبيرا في الشركة ←

He was one of the employees who were greatly depended upon in the company.

كان من الموظفين المعتمد عليهم اعتمادا

كبيرا في الشركة .

- ١ - ناقشوا في الاجتماع الاول المشاريع التي تُفهم عليها .
- ٢ - لا تقنعني الاسم التي استُتدّ اليها لتحديد القومية في هذه المحاضرة .
- ٣ - من الامور التي اتفق عليها بين المثقفين العرب ان الاوضاع العربية عامة بحاجة الى تغيير اساسي .
- ٤ - الاخطاء التي اشير اليها في كتابك الجديد اخطاء ظاهرة .
- ٥ - الرأي الذي استُقر عليه الآن بين معظم المفكرين العرب هو ان اللهجات العربية اقل اهمية من العربية الفصحى .
- ٦ - اللغة العربية من اللغات التي اعترف بها كلغة عالمية في منظمة الامم المتحدة .
- ٧ - يظهر ان الاشياء التي ووفق عليها في هذا الاجتماع قليلة جدا .
- ٨ - من المشاريع التي ينتظر بحثها في اليمن مشروع اصلاح الزراعي .

تمرين ٤ : دراسة الحروف

ترجم ميّنا معاني " على " في كل من الجمل التالية :

- ١ - بنى بيته الجديد على النهر .
- ٢ - السلام عليكم .
- ٣ - كلامك على الرأس والعين يا سيدي .
- ٤ - على كل حال النتيجة واحدة سواء قمت انا بهذا العمل ام قام به صاحبي .
- ٥ - احب الاكلات العربية وخصوصا الكبة .
- ٦ - كان جمال عبد الناصر اشهر الرؤساء العرب على الاطلاق .

- ٧ - كان على حق عندما اعلن ان لا حياة كريمة للامم الضعيفة .
- ٨ - كانوا على خطأ عندما وافقوا على الاقتراح الجديد .
- ٩ - مستوى الجامعة على احسن ما يمكن في هذا العام .
- ١٠ - انه على شيء قليل من المعرفة بالطب .
- ١١ - ولد احمد فارس الشدياق على دين المسيح ومات على دين محمد .
- ١٢ - لم استطع زيارتك امس لانني كنت على موعد مع الاستاذ .
- ١٣ - ترك البلاد على غير معرفة من اهله .
- ١٤ - عَلَيَّ به .
- ١٥ - علينا ان نهتم باوضاعنا الاجتماعية اهتماما كبيرا .
- ١٦ - لا عليك . يمكنك ان لا تحضر غدا فانا سادرس بدلا منك .
- ١٧ - ما عليه ان نجحت او لم انجح . فهو لا يهتم بمصلحتي .
- ١٨ - يمكنك ان تتناول طعام الغداء على حسابي اليوم .
- ١٩ - عليكم بالعمل المخلص اذا اردتم ان تحققوا اهدافكم .
- ٢٠ - هو على سنه قوي جدا .
- ٢١ - قام من النوم على صوت فيروز .
- ٢٢ - درس على يديه آلاف من الطلاب .
- ٢٣ - تعطى الجوائز للطلاب الممتازين على حسب تفوقهم في الدراسة .
- ٢٤ - بنيت بغداد على عهد الخليفة المنصور .
- ٢٥ - وقع الكتاب من على الطاولة .
- ٢٦ - قبلوا الاشتراك في الحكم على انه وسيلة لا غاية .
- ٢٧ - مشروعه عظيم على ان يعطي نتائج في المستقبل القريب .
- ٢٨ - هو على حق فيما اعلنه على انه من الممكن ان يساء فهمه .
- ٢٩ - تزوجها على الرغم من رفض والده لزوجها .
- ٣٠ - كانت محاضرة ممتازة على ما فيها من اخطاء .
- ٣١ - قامت العلاقات السياسية بين البلدين على اساس من الاحترام المتبادل .
- ٣٢ - لعرفته الا على خلق كريم .

تمرين ٧ : الاختيار المتعدد الاجوبة للتكملة .

اختر الجواب المناسب من الاجوبة الخاصة بكل جملة وذلك لتكملة كل من
الجملة التالية :

١ - ان اعادة الشوكة الى الفندق بعد ٢٦ عاما تدل على
أ - شدة الخوف

ب - الامانة

ج - النظام

د - القصد

٢ - يقح الفندق الذي اعادت اليه السيدة الشوكة في

أ - برلين الشرقية

ب - برلين الغربية

ج - لندن

د - احدى المدن الامريكية

٣ - اخذت السيدة الشوكة معها

أ - لانها ارادت استعمالها لوقت قصير

ب - لانها كانت خائفة ولم تعرف ماذا فعلت

ج - لان القنابل سقطت على الفندق

د - لان ادارة الفندق وافقت على ذلك

تمرين ٨ : الاختيار المتعدد الاجوبة للتكملة

اختر الجواب المناسب من الاجوبة الخاصة بكل جملة وذلك لتكملة كل
من الجملة التالية :

١ - يرى عالم الاجتماع الكندي تايجر ان تحرير المرأة

أ - سيتحقق في المستقبل القريب

ب - سيتحقق في المستقبل البعيد

ج - لن يتحقق كما يتوقع البعض

د - لن يتحقق لان المرأة لا تريده

٢ - يرى تايجر :

- أ - ان النساء اقلية اليوم .
 - ب - ان النساء اقلية دائماً .
 - ج - ان النساء اقلية اليوم .
 - د - ان النساء اقلية دائماً .
- ٣ - ترى الباحثة الامريكية ريموند ان معركة المرأة الحقيقية هي
- أ - ضد الرجل .
 - ب - ضد الباحثين الاجتماعيين .
 - ج - مع نفسها .
 - د - مع غيرها من النساء .
- ٤ - ترى ريموند ان النساء
- أ - اقلية في العالم اليوم .
 - ب - اقلية في عالم اليوم .
 - ج - مساويات في العدد للرجال .
 - د - غير مساويات في العدد للرجال .

تمرين ٩ : ترجمة (افعال الشروع)

ترجم الى الانكليزية

- ١ - راحت الولايات المتحدة تبحث بجهد كبير عن رجال العلم والمفكرين بعد الحرب العالمية الثانية .
- ٢ - بدأت اللغة العربية تدرس في كثير من الجامعات الامريكية .
- ٣ - اخذت الدولة تعمل على رفع مستوى التعليم في البلاد .
- ٤ - بدأت الكتب العربية تنتشر انتشاراً واسعاً في المدة الاخيرة .
- ٥ - شرع مجمع اللغة العربية في القاهرة يدرس اقتراحات جديدة لتيسير اللغة .
- ٦ - اخذ الناس يسيرون بالعريس في طرق القرية .
- ٧ - بدأ ينظف سيارته في الساعة السابعة صباحاً ولم ينته من تنظيفها حتى

الساعة العاشرة .

- ٨ - صار المفكرون العرب يهتمون بالادب الغربي اهتماما كبيرا .
- ٩ - اخذت الجامعة تستخدم اساتذة اجانب منذ ثلاث سنوات .
- ١٠ - بدأ يعمل كمدير للشركة منذ حوالى شهرين .
- ١١ - جعل الرجل يعاتب زوجته على تأخرها .

تمرين ١٠ : الاختيار المتعدد الاجوبة للتكملة .

اختر الجواب المناسب من الاجوبة الخاصة بكل جملة وذلك لتكملة كل

من الجمل التالية مستعينا بالنص الاساسى فى الدرس السادس عشر .

- ١ - غادة السَّمان كاتبة
أ - مصرية
ب - سورية
ج - عراقية
- ٢ - من القصصيات اللبانيات
أ - جاذبية صدقي
ب - سميرة عزام
ج - ليلي بعلبكي
- ٣ - قال الشاب انه تعب خلال اسبوع كامل
أ - لانه كان يحب رؤية صديقه كل اسبوع .
ب - لانه وجد صعوبة فى الحصول على موعد من صديقه .
ج - لان صديقه لم تحضر كما وعدته .
- ٤ - الموضوع الرئيسي الذي يريد ان يتحدث عنه الشاب هو
أ - الاسبوع القاسى الذي عاشه .
ب - الاوضاع الاجتماعية فى البلاد العربية .
ج - ما كان يشعر به نحو الفتاة
- ٥ - تزوج ابو بطللة القصة مرة ثانية
أ - لانه لم يكن يحب زوجته الاولى .

- ب - لان زوجته الاولى ماتت .
- ج - لان ابنته كانت صغيرة وتحتاج الى ام اخرى .
- ٦ - لم تكن البطلة مسرورة بزواج اخيها من فتاة امريكية
- أ - لان اخاها كان يستخف بالفتيات الامريكيات .
- ب - لان اخاها حدد موعد زواجه مباشرة وبسرعة .
- ج - لان اخاها ترك صديقته العراقية تنتظره .
- ٧ - كانت الحكومات العربية تعد شعوبها ب
- أ - اذاعة البلاغات الحربية كل يوم .
- ب - تأسيس دولة موحدة في فلسطين .
- د - اعادة الحق المسلوب في فلسطين بعد عشرين سنة .
- ٨ - ذكرت الشركة السياحية في اعلانها بان الرحلة تشمل
- أ - طعام الفطور والاقامة في فنادق الدرجة الثانية .
- ب - زيارة قطرين وجميع وجبات الطعام .
- ج - جميع وجبات الطعام والاقامة في فنادق الدرجة الاولى .
- ٩ - من اخطاء الدليل السياحي انه
- أ - ذكر اسماء مطاعم وفنادق غير موجودة .
- ب - ذكر طرق مواصلات لا تتفق مع الواقع .
- ج - ذكر اثمانا لا تتفق مع الواقع .
- ١٠ - لم ترسل المجلة المكافأة التي وعدت الكاتبة بها
- أ - لان المجلة لم تنشر المقال خلال شهر .
- ب - لان الكاتبة ارادت الغاء العقد .
- ج - لان الكاتبة لم ترض بالمكافأة .
- ١١ - لم تصل الحلويات في الوقت المناسب
- أ - لان بائع الحلويات لم يرسلها في المساء .
- ب - لان الضيوف ذهبوا قبل وصول الحلويات .
- ج - لان الصبي نسي ان يحضر الحلويات في المساء
- ١٢ - سجن صاحب الجريدة لانه

- أ - كان يدافع عن سياسة الحكومة .
ب - اتهم بتهمة اخلاقية باطلة .
ج - يكتب عن المسائل الوطنية العامة .
١٣ - انتظر الشاب سنة طويلة كاملة قبل ان يعلن عن حبه للفتاة لانه اراد

- أ - ان تبوح له الفتاة بحبها اولا .
ب - ان يتأكد من حبه للفتاة .
ج - ان يتأكد من حب الفتاة له .
١٤ - يمكن القول بان الطابع الذى يغلب على هذه القصة هو طابع
أ - الفرح .
ب - السخرية .
ج - الامل .

تمرين ١١ : ملء الفراغ

- املا الفراغ بالكلمة المناسبة من الكلمات التالية :
- (فحسب ، توزيعها ، تستغل ، كميات ، خطط ، البحر ، تخزن ،
يتمتع ، ميناء ، الثروات ، المواصلات ، الامطار ، صادرات ، جذور ،
احتوى على ، فجأة ، المحيط)
- ١ - يعتبر الزيت من ————— الطبيعية فى العالم العربى .
٢ - تقع مدينة بيروت على ————— الابيض المتوسط .
٣ - يفصل ————— الاطلسي بين امريكا من جهة وافريقيا واوروبا من جهة اخرى .
٤ - ————— العالم العربى بمركز تجاري وسياحي لوقوعه عند ملتقى قارات اوروبا
آسيا وافريقيا .
٥ - تعتبر البلاد العربية غنية لا بسبب ثرواتها الاقتصادية ————— ، بل لمركزها
التجاري والسياحي ايضا .
٦ - تنمو ————— الاشجار تحت الارض .
٧ - تعتمد الزراعة فى سوريا على الانهار و —————

- ٨ - مصر مياه السد العالي فى الزراعة وفى بعض المشاريع الصناعية .
- ٩ - تقوم البلاد العربية ببناء السدود لكي ————— المياه وتنظيم —————
- ١٠ - ينتج العراق ————— وفيرة من المنتجات الزراعية .
- ١١ - يشكل الحديد نسبة كبيرة من ————— الجزائر الى الخارج .
- ١٢ - البصرة هي ————— العراق الوحيد .
- ١٣ - ان الطائرات هي اسرع وسائل —————
- ١٤ - وضعت الدول العربية ————— مشتركة لتشجيع التعاون وتحقيق النمو الاقتصادي .

تمرين ١٢ : الاختيار المتعدد . مراجعة المفردات - ملء الفراغ

- ١ - انه يستحق حسي وخلصي فقد ————— حياتي اثناء الحرب الاخيرة .
- أ - ارتبط
- ب - انقذ
- ج - انتسب
- د - شرف
- ٢ - لا تستطيع الحكومة الحصول على رضى احزاب ————— مهما فعلت .
- أ - الموافقة
- ب - المعارضة
- ج - الاستقرار
- د - الافتقار
- ٣ - لقد هرب الكثيرون من البلاد بعد ان لاقوا الكثير من —————
- أ - المساعدة
- ب - المكافأة
- ج - الظلم
- د - الحق
- ٤ - ارسلت الى مدير فندق بغداد خطابا اطلب فيه ان ————— لي غرفة

للاسبوع الاول من شهر تموز القادم .

أ - ينظف

ب - يستخرج

ج - يستعرض

د - يحجز

٥ - وجهت المحكمة العسكرية تهمة باطلة لرجال المعارضة وحكمت عليهم

ب - لمدد مختلفة .

أ - الحادثة

ب - النشاط

ج - السجن

د - الذنب

٦ - اذاعت وزارة الدفاع - حرييا عن سير الحرب .

أ - اعلانا

ب - كتابا

ج - خطابا

د - بلاغا

٧ - يعيش كثير من الفقراء في غاية -

أ - البؤس

ب - اليقين

ج - الظن

د - الفرح

٨ - تعتبر رحلة كولومبس الى امريكا من اعظم - الجغرافية .

أ - الارتباطات

ب - الاستعراضات

ج - الاكتشافات

د - الاستقلالات

٩ - المؤسسة طريقة جديدة ادت الى زيادة ارباحها .

١ - انقضت

ب - ابتكرت

ج - لحقت

د - اعتزت

١٠- تمر الشركة الآن في ——— خطيرة قد تؤدي الى انقاص مواردها بشكل ملحوظ .

١ - مساحات

ب - مواسم

ج - عطلات

د - ظروف

١١- هرب رجلان من السجن ولكن رجال الامن ——— بهما واعادوهما الى السجن .

١ - ضروا

ب - سلموا

ج - لحقوا

د - ابعدوا

١٢- لقد قام بعمل رائع ——— عليه مكافأة كبيرة .

١ - يرضى

ب - يخلص

ج - يستحق

د - يصح

١٣- نجحت حفلة الرقص التي اقامتها المؤسسة الخيرية لمساعدة الاطفال ——— عقليا

١ - المتقدمين

ب - المتخلفين

ج - الساهرين

د - المجتمعين

- ١٤- جرى ——— طویل علی التلفون بین صديقي وييني .
- أ - حوار
- ب - تعامل
- ج - حلم
- د - یأس
- ١٥- يحرص مدير المؤسسة علی تقديم مكافأة للموظفين الذين يقومون ب ——— ملحوظة .
- أ - نشاطات
- ب - حالات
- ج - مجالات
- د - خطابات
- ١٦- اقترح احد اساتذة النحو العربي المعروفين ——— تغييرات اساسية فی دراسة النحو
- أ - استخراج
- ب - ابعاد
- ج - احداث
- د - انقاذ
- ١٧- وبعد ان عانقه طويلا ، عاتبه علی ——— ارسال الخطابات له اثناء غيابه .
- أ - عدم
- ب - كثرة
- ج - الحرص علی
- د - الاعتزاز بـ
- ١٨- يا ——— لو زرتنا لوجدتنا نحن الضيوف وانت رب المنزل
- أ - ضيفنا
- ب - تلميذنا
- ج - ابننا
- د - اختنا

١٩- جاء في القرآن " انا انا ——— مثلكم يُوحى اليّ "

أ - نبى

ب - بشر

ج - اله

د - سليم

٢٠- ——— الوزارة بعد ان قدم رئيسها استقالته

أ - نجحت

ب - انكسرت

ج - سقطت

د - عرضت

٢١- كان الملهى ناجحا ولكن وقعت حادثة سيئة ادت الى ———

أ - فتحه

ب - غلقه

ج - مكافاته

د - هرسه

٢٢- لم اصدق عيني لقد ظننته ———

أ - واقعا

ب - حلما

ج - يقينا

د - تبادلا

٢٣- لبنان بلد صغير ذو مساحة ———

أ - واسعة

ب - كبيرة

ج - جميلة

د - ضيقة

٢٤- كان يفكر كثيرا وبقي ——— طوال الليل

أ - نائما

ب - حالما

ج - ساهرا

د - دائرا

٢٥- ظروف الاقطار العربية واحدة تقريبا ، فما يقال عن قطر — على الاقطار الاخرى .

أ - يخلط

ب - يكتشف

ج - يصدق

د - يلاقي

٢٦- ان جو المملكة العربية السعودية حار — في الصيف .

أ - لا سيما

ب - لا بد

ج - اخيرا

د - نحو

٢٧- غطت الصحف — رحلة الانسان الاولى الى القمر

أ - خطب

ب - عوامل

ج - اشواق

د - انباء

٢٨- — سوريا كميات محدودة من المنتجات الزراعية التي تزيد عن

حاجة الاستهلاك الداخلي .

أ - تشتري

ب - تصدر

ج - تصون

د - تخصص

٢٩- استجاب الله لدعائي وصلاتي و — حبيبي بعد غياب طويل

أ - عزي

ب - صعد

ج - عاد

د - امسك

٣٠- كانت احاديثه لذيذة بحيث مرت الساعات وكأنها ———

أ - شهوور

ب - لحظات

ج - نيزان

د - سنون

٣١- كان يظن ان هذا النادي من النوادي الممينة الجيدة ولكنه بعد

ان اطلع على نشاطاته ——— ظنه

أ - آمن

ب - اخر

ج - توسع

د - خاب

٣٢- كانت تغسل اللحم ل ———

أ - تأكله

ب - تصاحبه

ج - لتخفيه

د - تطبخه

٣٣- يستحيل على التائر الحقيقي ان ينادي ———

أ - بالحق

ب - بالحب

ج - بالصلااح

د - بالاستسلام

٣٤- تشتهر مصر بانتاج ———

أ - الشاي

ب - القطن

ج - الطائرات

د - السيارات

٣٥- وضعت الجمهورية العربية المتحدة ——— للبقاء على الامية .

أ - رغبات

ب - برامج

ج - اكواخ

د - نوافذ

٣٦- مهما ابتعد البحار عن ارض الوطن فانه اقدر على تحمل ——— من الانسان العادي .

أ - الغربة

ب - الازدحام

ج - التعذيب

د - الاغراء

٣٧- يجدر بالعالم ان ينظر الى الامور بعين ———

أ - العقل

ب - الاغراء

ج - الحب

د - الخيال

تمرين ١٣ : تركيب الجمل

استعمل الكلمات التالية في جمل مفيدة

نوع ، احتوى على ، حينما ، خيال ، شمال ، نهار ، فجأة ،
اقترب من ، نظري ، زاد عن

تمرين ١٤ : الاختيار المتعدد الاجوبة

١ - عالجت الاهرام في هذه القطعة

- ١ - كيفية جذب السياح الاغنياء الى مصر
 - ب - مسألة الاهتمام بالسواح الامريكيين في مصر
 - ج - موضوع تشجيع سياحة الشباب والطلاب الاجانب الى مصر
- ٢ - لتشجيع وتحسين السياحة العالمية في مصر اقترح الكاتب
- ١ - انشاء لجنة خاصة ذات ميزانية مستقلة تعمل داخليا وخارجيا في التخطيط والدعاية .
 - ب - ان تؤلف جامعة الدول العربية لجنة خاصة بهذا الامر .
 - ج - عدم زيادة اعتمادات السياحة واستغلال الاعتمادات الحاضرة استغلالا افضل في حقل الدعاية والتخطيط .
- ٣ - يرى الكاتب ان السياحة بالدرجة الاولى
- ١ - تمتد مصر بالعملة الاجنبية .
 - ب - تساعد الشباب العرب على التعرف على مصر وآثارها
 - ج - تساعد سياسة مصر الخارجية في المستقبل عن طريق كسب شباب اليوم الذين يشكلون قواد المستقبل .

الدرس الحادى والعشرون

تمرين ٢ : اختيار متعدد

- ١ - كتب عباس محمود العقاد هذا المقال بمناسبة
أ - ميلاد سنكلير لويس
ب - وفاة سنكلير لويس
ج - حصول سنكلير لويس على جائزة نوبل
- ٢ - يعتبر سنكلير لويس أشهر قصاص امريكي في
أ - النصف الثانى من القرن العشرين .
ب - الربع الثانى من القرن العشرين .
ج - الربع الاول من القرن العشرين .
- ٣ - تسمى مدرسة سنكلير لويس بمدرسة النقد الاجتماعى لان قصصه
أ - تمدح الجوانب الحسنة فى المجتمع الامريكى .
ب - تصور المشاعر الانسانية اينما كانت
ج - تصور الجوانب السيئة فى الحياة الامريكية .
- ٤ - امتاز اسلوب سنكلير لويس بالحركة السريعة لانه تأثر بعمله السابق فى
أ - الصحافة
ب - السينما
ج - التصوير
- ٥ - يرى العقاد بان سنكلير لويس كان يؤمن بمبدأ
أ - الفن للحياة
ب - الفن للفن
ج - الفن للمال

تمرين ٣ : لخص القطعة الاولى المسجلة على الشريط بما لا يقل
عن خمس جمل تامة .

تمرين ٤ : الاختيار المتعدد

- ١ - لقناة السويس اهمية عالمية لانها
 - أ - تقع في الاراضي المصرية .
 - ب - اصبحت حقيقة في القرن التاسع عشر .
 - ج - طريق تجارية عظيمة .
- ٢ - اول من فتح قناة السويس
 - أ - جمال عبد الناصر .
 - ب - فردناند دلسبس .
 - ج - محمد سعيد باشا
- ٣ - بدأ فردناند دلسبس العمل في مشروع قناة السويس في
 - أ - النصف الاول من القرن التاسع عشر .
 - ب - النصف الاول من القرن العشرين
 - ج - النصف الثاني من القرن التاسع عشر

ت

تمرين ٥ - ترجمة

ترجم الى الانكليزية:

- ١ - يضم المجتمع الامريكي جاليات كثيرة يرجع اصلها الى قوميات مختلفة .
- ٢ - الظلم والاضطهاد وضيق مجال العمل عوامل اساسية تؤدي الى هجرة الشعوب
- ٣ - اسر الادباء العرب جمعوية ادبية في المهجر الامريكي في العشرينات .
- ٤ - نجح بعض المهاجرين العرب نجاحا كبيرا في مختلف الحقول .
- ٥ - تفتقر بعض البلدان العربية الى الاستقرار السياسي الذي قد يؤدي الى ازدهار اقتصادي .
- ٦ - اصدر الحزب جريدة باسمه وما لبثت ان توقفت عن الصدور .
- ٧ - الادب العربي في المهجر اكثر تأثرا بالادب الغربي من الادب العربي في الوطن

- ٨ - من ظواهر النهضة الاقتصادية في بعض البلدان العربية ارتفاع مستوى المعيشة .
- ٩ - تطوير وسائل المواصلات من العوامل التي يعتمد عليها التخطيط الاقتصادي السليم .
- ١٠ - تستخدم سوريا بعض الخبراء الاجانب في استغلال الزيت وبناء سد الفرات .
- ١١ - حجز الشاب محلين لحضور مسرحية مع صديقه .
- ١٢ - شهد الشعر العربي الحديث تجديدا في موضوعاته وشكله ولغته .
- ١٣ - ليس خالد بقادر على القيام بهذا المشروع .
- ١٤ - طالب العمال الحكومة بتحديد ساعات العمل في المصانع .
- ١٥ - تصدر المعامل الامريكية منتجاتها للأسواق العربية حيث يزداد استهلاكها .
- ١٦ - يفتقر لبنان الى الموارد الطبيعية التي يعتمد عليها الازدهار الصناعي .
- ١٧ - ظهرت ألوان جديدة في الشعر العربي تختلف تماما عن الشعر التقليدي .
- ١٨ - يتغير الوضع يوم يعرف الشعب حقوقه ومنافعه ويتبين لساسته انه عليها حريص .
- ١٩ - لقد دار حوار بين فتي وشيخ موضوعه " متى يصلح المجتمع "
- ٢٠ - بعض الخرافات الشائعة في العالم العربي مصدرها الجهل .

تمرين ٦ : ملء الفراغ

املا الفراغ بالحرف Preposition المناسب

(في ، الى ، ب ، من ، ل ، مع ، بين ، عن ، على ، عند ، بعد)

- ١ - ينتهي كثير من الشباب — النوادي الرياضية .
- ٢ - وعد — زيارتي في الاسبوع القادم .
- ٣ - ذكر الدليل اشياء لا تتفق — الواقع .
- ٤ - تتمتع الاقطار العربية — موارد اقتصادية غنية .
- ٥ - تقع البلاد العربية — ملتقى ثلاث قارات : اوربا واسيا وافريقيا .

- ٦ - يتناول الشعر العربي الحديث الحياة بمختلف نواحيها — أسلوب طبيعي مباشر
- ٧ - المشاعر الانسانية واحدة — جميع انحاء العالم .
- ٨ - سألها — الانكليزية : أخافه انت — هذا الحد .
- ٩ - وفي لندن استمرت البصلة — سلوى وهريش .
- ١٠ - وجدها والدها — فراش الموت .
- ١١ - اتهموه — تهمة باطلة .
- ١٢ - لماذا تتكلمين معي — هذه الطريقة القاسية .
- ١٣ - بين كتاب القصة العربية الحديثة عدد — القصصيات .
- ١٤ - كان الحب يقينا — ابي دفعه الى الزواج — امي
- ١٥ - رسالة ثانية حدد اخي موعد زواجه — فتاة امريكية .
- ١٦ - ان هذا الدليل يصدر — مؤسسة سياحية رسمية .
- ١٧ - والان هل تأمر سعادتك بذهابي — توصيل البريد الى منزل الوزير . السابق .
- ١٨ - خذ وافعل — الخطاب ما شئت .
- ١٩ - ان كل وزير جديد هو ، — اي حال ، خير من كل وزير سابق .
- ٢٠ - الادب الحي بالمعنى الدقيق — هذه الكلمة هو الادب الذي يأخذ ويعطي .
- ٢١ - المعروف ان الامة العربية خدمت المعرفة الانسانية قرونا طويلة .
- ٢٢ - بين الاستاذ — طلابه وجهات النظر المختلفة الخاصة — هذه المشكلة
- ٢٣ - كانت الخاية — ترجمة هذه الجمل مساعدة الطلاب على فهمها .
- ٢٤ - بقى فى العراق — مدة سنتين .
- ٢٥ - اشتريت هذا الكتاب — نصف دينار .
- ٢٦ - وصل بعدي — يومين .

تمرين ٧ : ملء الفراغ

املا الفراغ بالكلمة المناسبة من الكلمات التالية :

- (الغربة ، ضعيف ، صحبة ، عادت ، اقترب ، تحمل ، قاتل ، حد
 انحاء ، مهما ، تغلب ، صمت ، حين ، الامن ، اختفى ، قادم ، كافح ، استمر
- ١ - — سلوى قراءة " قل هو الله احد " عدة مرات لاشها كانت خائفة .
 - ٢ - عندما اهتزت الطائرة كانت سلوى خائفة الى — كبير .
 - ٣ - شعرت سلوى بالطمأنينة — وصلت الطائرة ارض المطار .
 - ٤ - وصف الشعراء العرب كافة — الانسانية كالحب والخوف والسرور . . . الخ .
 - ٥ - تنتشر المدارس الابتدائية اليوم فى جميع — العالم العربي .
 - ٦ - من الممكن ان نقول ان الفتاة اليوم تستطيع ان تتزوج الرجل الذي
 تحبه — كان دينه .
 - ٧ - حينما تكون بعيدا عن وطنك تشعر ب — اذا لم يكن لك اصدقاء فى
 البلد الجديد .
 - ٨ - كانت تتكلم ولكنها — عندما التقت عيناها بعينه .
 - ٩ - اسمح لي ان — منك لاسمح ماتقول ، لانني لا استطيع ان اسمعك
 اذا كنت بعيدا عنك .
 - ١٠ - كانت تحب زوجها كثيرا ولاستطيع ان تبعد عنه ولذلك فقد —
 فى جميع رحلاته خارج البلاد .
 - ١١ - تستطيع ان تشعر ب — هنا لان رجال الامن منتشرون فى
 جميع انحاء المدينة .
 - ١٢ - واجهت الطالبة الاجنبية صعوبات كثيرة اول الامر ولكنها استطاعت
 ان — عليها بعد ذلك .
 - ١٣ - قال الطبيب انه لايسطيع مساعدة سلوى لان مرضها — .
 - ١٤ - لم تخبر سلوى زوجها فى البدايه عن الالم الذى كان تشعر به ولكنها لم
 تستطع ان — عندما ازداد فاضحبرت زوجها .
 - ١٥ - كانت سلوى على فراش الموت وكانت لا تستطيع الكلام لان صوتها كان
 —

تمرين ٨ : الاختيار المتعدد . مراجعة المفردات

١- كتب الناقد الادبي مقالا استعرض فيه مساوىء هذه القصة وقال عنها انها خالية من روح ———

أ - الابتكار

ب - الاستغناء

ج - الاعتراف

د - الارتباط

٢- تعمل حكومات الدول العربية على الحدّ من هجرة الادمغة منها وتوفير ——— عمل افضل للخريجين داخل الوطن العربى

أ - تعديلات

ب - فرص

ج - تعليلات

د - انصبه

٣- نصح الاستاذ تلاميذه بدراسة النحو وقال انه لايمكن ——— عنه فى الميدان اللغوي .

أ - الاغراء

ب - الانتساب

ج - الاستغناء

د - الاعفاء

٤ - اتخذت وزارة الاقتصاد والتخطيط كافة الاجراءات الضرورية ل ——— الاوضاع الاقتصادية السيئة

أ - معاتبة

ب - معالجة

ج - ملاحظة

د - تقصير

٥- ——— الوزارة بعد ان فازت احزاب المعارضة فى الانتخابات الاخيرة .

أ - سلمت

ب - استحققت

ج - استقالت

د - شرفت

٦- اذا اردنا زيادة عدد خريجي كلية الهندسة فيجب _____

الطلاب باعفائهم من بعض الاقساط المدرسية .

أ - تجاوز

ب - اغراء

ج - غلق

د - مس

الدرس الثاني والعشرون

تمرين ٢ : اختيار متعدد

- ١ - اول الكتب الادبية التي درسها جَعْفَرُ الْخَلِيلِي
أ - كتاب الأغاني
ب - الف ليلة وليلة
ج - كَلِيلَة وَدَمْنَة
٢ - منح والد الخليلي ابنه من قراءة " الف ليلة وليلة "
أ - لانها صعبة الفهم
ب - لانها بسيطة جدا
ج - لان بعض قصصها غير اخلاقية
٣ - حصل جعفر الخليلي على " الف ليلة وليلة " من
أ - السوق
ب - مكتبة والده
ج - احد اصدقائه
٤ - يبدو ان الرجل الذي له اثر كبير في توجيه جعفر الخليلي ادبيا هو
أ - معلمه
ب - اخوه
ج - ابوه

تمرين ٣ : الاختيار المتعدد

- ١ - الغاية الاساسية من رسالة ابو القاسم الشابي هي
أ - ان يخبر صديقه الحليوي عن مرضه .
ب - ان يخبر صديقه الحليوي عن قرار الطب
ج - ان يطلب من صديقه الحليوي البحث عن بيت وخادمة له .
د - ان يطلب من صديقه الحليوي كتابة الرسائل والخطابات له .

تمرين ٤ : الاختيار المتعدد

- ١ - ان الفرق بين الادباء القدامى والادباء العصريين هو
أ - ان القدامى يكتبون ليزيدوا فهمنا للحياة ، والعصريين يكتبون ليزيدوا لذتنا .
ب - ان القدامى يكتبون ليزيدوا لذتنا ، والعصريين يكتبون ليزيدوا فهمنا للحياة .
ج - ان القدامى لهم رسالة اجتماعية بينما الادباء الجدد لهم رسالة انسانية .
د - ان الادباء القدامى درسوا المجتمع والانسان بينما الجدد لم يدرسوهما

تمرين ٥ : ملء الفراغ

- (القانون ، تقريبا ، اصل ، الحالى ، اجناس ،
التسامح ، الامال ، الجغرافية ، طبقة ، العقيدة ،
جوار ، اعلام ، يأس ، نهاية ، استعاد ، توفى)
- ١ - تبلغ نسبة المسيحيين فى الوقت ——— ٥ / ٠ ٠ تقريبا من عدد السكان العرب .
 - ٢ - الصحراء من البيئات ——— المتوفرة فى العالم العربي .
 - ٣ - يمثل العمال ——— اجتماعية هامة فى العالم العربي .
 - ٤ - البربر والاكراد والتركمان ——— تسكن العالم العربي الى جانب الجنس العربي
 - ٥ - يبلغ عدد سكان العالم العربي (١٠٥) مليون نسمة ——— .
 - ٦ - تستطيع ان تجد بيتي اذا ذهبت الى الجامع لان البيت يقع ——— الجامع .
 - ٧ - يعيش المسلمون والمسيحيون فى العالم العربي منذ زمن طويل بروح من ——— والتعاون .
 - ٨ - يعتبر بطرس البستاني احد ——— النهضة العربية الحديثة .

- ٩ - ينتمي خليل مطران الى ——— لبناني .
- ١٠ - تتمتع الاقليات الدينية فى العالم العربي بحرية ——— .
- ١١ - يعتبر جميع المواطنين العرب متساوين امام ——— .
- ١٢ - تقوم القومية العربية على روابط كثيرة منها المشاعر و ——— المشتركة .

تمرين ٦ : ملء الفراغ

- (المؤسسات ، النشر ، نجم ، النظر ، ضيقة ، ايجاد ، قيم ، هاجر ، الرقص ، افتقر ، عدة ، تعنى ، المخترين ، لاقى ، سهل)
- ١ - ب ——— الى سوء الحالة الاقتصادية فى لبنان ، فقد هاجر عدد كبير من اللبنانيين الى بلاد اخرى .
- ٢ - ——— جُبران خليل جُبران من لبنان الى الولايات المتحدة الامريكية .
- ٣ - ——— المهاجرون اللبنانيون الاوائل الكثير من الصعوبات .
- ٤ - ——— لبنان الى مشاريع زراعية وصناعية كبرى .
- ٥ - تحاول الجمهورية العربية المتحدة ——— اسواق خارجية لمنتجاتها الوطنية .
- ٦ - لا توجد فى لبنان اراضي زراعية كثيرة نظرا لان مساحة البلاد ——— .
- ٧ - ——— وسائل المواصلات الحديثة السفر من قطر لآخر .
- ٨ - الكنائس والجمعيات والنوادي هي من ——— الدينية والثقافية التى انشأها المهاجرون اللبنانيون فى امريكا .
- ٩ - ظهرت للمهاجرين اللبنانيين نشاطات ——— فى المهجر
- ١٠ - ——— الصحف العربية فى امريكا بتحسين العلاقات بين العالم العربي والولايات المتحدة
- ١١ - يقيم المهاجرون بعض الحفلات التى يقدمون فيها الخناء و ——— العربيين

- ١٢ - يعتبر كتاب فليب حتى عن تاريخ العرب مؤلفا —
في موضوعه .
- ١٣ - عمر الشريف — سينمائي عربي هاجر الى امريكا .
- ١٤ - رالف نادر من ابناء — اللبنانيين واشتهر بدفاعه عن مصالح المستهلكين .
- ١٥ - لميخائيل نعيمة مؤلفات في الشعر والنثر .

تمرين ٧ : الاختيار المتعدد

(استعن بالنص في الدرس التاسع عشر)

- ١ - درس طه حسين في
أ - مصر فقط
ب - فرنسا فقط
ج - كلا البلدين
- ٢ - تردد طه حسين في ذكر اهم طلابه
أ - لانهم قليلون جدا .
ب - لانه نسي اسماء جميع طلابه .
ج - لانه لا يريد ان يخضب بقية طلابه .
- ٣ - احسن كلمة يمكن اطلاقها على طه حسين هي
أ - ناقد
ب - مترجم
ج - مفكر
- ٤ - ان عناية طه حسين بالفلسفة والتاريخ والاجتماع تدل على
أ - ان ثقافته ادبية خالصة
ب - ان ثقافته مصرية خالصة
ج - ان ثقافته عامة شاملة
- ٥ - اهم خصائص منهج طه حسين في الدراسة الادبية هو
أ - تحرره من التقاليد

- ب - تأثيره باراء المستشرقين
ج - تأثيره بالاداب الاوروبية
- ٦ - ان الذى حدد المصادر الادبية المهمة من القدماء هو
أ - طه حسين
ب - ابن خلدون
ج - سيبويه
- ٧ - قام صدقي باشا بابعاد طه حسين عن الجامعة عندما كان الاخير
أ - عميدا للادب العربى
ب - عميدا لكلية الاداب
ج - رئيسا لجامعة القاهرة
- ٨ - ان الذى اطلق اسم (عميد الادب العربى) على طه حسين هو
أ - صدقى باشا
ب - جامعة القاهرة
ج - صحف المعارضة
- ٩ - يرى طه حسين ان الادب العربى
أ - لم يقلد الاداب الغربية ابدا
ب - يقلد الاداب الغربية دائما
ج - قلد الاداب الغربية لفترة محدودة
- ١٠ - يرى طه حسين ان ترجمة بعض الكتب العربية الى اللغات الاجنبية
يعنى
أ - بان الادب العربى اخذ يأخذ من الاداب الاجنبية
ب - بان الادب العربى اخذ يعطى للآخرين
ج - بان الترجمة هي خطوة مهمة في الابتكار

تمرين ٨ : ترجم الى العربية

1. Waiting for you for so long made me tired and worried.
2. After breakfast he went directly to his office.
3. I am sure he will come at the appointed time.
4. The first communique informed the people that a military revolution had taken place.
5. Some organizations set prizes aside for superior students.
6. The religious and political rights of minorities are guaranteed by law.
7. In the arabization stage, the Arabic story lost its previous qualities and improved artistically.
8. Continued disappointment leads to despair.

تمرين ٩ : ملء فراغ . مراجعة

- ١ - املأ الفراغ بكلمة مناسبة مشتقة من " ل ع ب "
 - أ - ذهب الى ساحة _____ .
 - ب - يحب الامريكيون _____ كرة القدم كثيرا .
 - ج - _____ الرأى العام العالمى دورا هاما في توجيه سياسة الحكومات المختلفة .
 - د - شاهدنا كثيرا من _____ النارية خلال الاحتفالات بعيد الميلاد .
- ٢ - املأ الفراغ بكلمة مناسبة مشتقة من " أ م ن "
 - أ - ان سيارتي _____ عليها في احدى شركات التأمين
 - ب - اصبح _____ على الحياة ضرورة .
 - ج - ل _____ العام للأمم المتحدة عدد كبير من المساعدين
 - د - _____ على منزله ضد الحريق .

- ٣ - املاً الفراغ بكلمة مناسبة مشتقة من " ع م ل "
- أ - " لا تؤجل ——— اليوم الى غد "
- ب - طالب ——— مصانع السيارات بزيادة رواتبهم .
- ج - قررت الحكومة الغاء اوامرها الخاصة ب ——— الحربية على الحدود الغريبة .
- د - تعتبر اللغة العربية من ——— التي ساعدت على تكوين شعور قومي موحد .
- ٤ - املاً الفراغ بكلمة مناسبة مشتقة من " س ل م "
- أ - ——— اليابان في نهاية الحرب العالمية الثانية .
- ب - تعرف بغداد باسم " مدينة ——— "
- ج - كان علي بن ابي طالب اول من ——— من الرجال وكانت خديجة زوجة النبي اول من ——— من النساء .
- د - قرأت خطابك الذي ——— اليوم وفهمت ما تريد .
- ٥ - املاً الفراغ بكلمة مناسبة مشتقة من " س أ ل "
- أ - احب ان اسألك ——— خاصا عن حياتك العائلية .
- ب - هذه ——— صعبة تحتاج الى تفكير طويل .
- ج - قام الموظف بجميع ——— خير قيام .
- د - انه واحد من كبار ——— في الحكومة الجديدة .
- ٦ - املاً الفراغ بكلمة مناسبة مشتقة من " و ح د "
- أ - الجمهورية العربية ——— اكبر دولة عربية .
- ب - قابل الرئيس سفراء الدول الغريبة كل على ——— .
- ج - توجهت بعض ——— العسكرية الى المنطقة .
- د - تعمل كثير من الاحزاب على تحقيق ——— العربية .

الدرس الثالث والعشرون

تمرين ٢ : الاختيار المتعدد

- ١ - عرف الرجل بان الكلب جائع وتعبان عن طريق
 - أ - تظاهر الكلب بالكبرياء .
 - ب - النظرات في عيني الكلب .
 - ج - الدفء في شعر الكلب .
- ٢ - شعر الرجل بالسعادة عندما
 - أ - وجد ان الكلب مثله جائع ووحيد .
 - ب - اخذ الكلب بين ذراعيه ومشط شعره .
 - ج - غذى الكلب ودفأه .
- ٣ - عرف عنوان صاحب الكلب بعد ان
 - أ - سأل البقال في الشارع الرئيسي .
 - ب - قراء اعلانا في احدى الجرائد .
 - ج - رأى الواجهة الزجاجية .
- ٤ - بدأ الرجل يحسب مقدار المكافأة وقسمها لحاجاته
 - أ - بعد ان استلم المكافأة في خطاب .
 - ب - بعد ان قفز الكلب وجرى الى الفيلة .
 - ج - قبل ان يستلم المكافأة .
- ٥ - قفز الكلب من بين ذراعي الرجل
 - أ - عندما وصل الرجل الى الفيلة .
 - ب - عندما عرف الكلب الطريق الى الفيلة .
 - ج - عندما سأل الرجل البقال عن الطريق .
- ٦ - عدم مطالبة الرجل اصحاب الكلب بالمكافأة يدل على
 - أ - كبرائه .
 - ب - فقره .
 - ج - جهله .

تمرين ٣ : عَـلِّـل فيما لا يقل عن سطرين شعور الشاعر بالقلق
في هذه القصيدة .

تمرين ٤ : الاختيار المتعدد

قصيدة نزار قباني المعنونة "اختاري" هي في

أ - الفلسفة .

ب - المدح .

ج - الحب .

تمرين ٥ : ملء الفراغ

" بلاغات ، ايقن ، بشر ، عرضت ، يلجأ ، حوار ،
دفعك ، الفطور ، المكافأة ، قاسية ، حوادث ، مسلوية ،
السجن ، يوحى ، تقاطع ، انتصر ، واقعية ، الابتعاد ،
صراع ، مساوىء ، اكتشاف ، تألم ، انقص ، تجاوز ،
نهاية .

املا الفراغ بكلمه مناسبه :

- ١ - تكتب التمثيليات عادة على شكل _____ .
- ٢ - حياة الفقراء والمساكين _____ .
- ٣ - يحاول صديقي - _____ عن المشاكل ولكنه يجد نفسه محاطا
بها دائما .
- ٤ - كولومبس هو الذي _____ امريكا .
- ٥ - يجب ألا _____ صديقك وهو يتكلم .
- ٦ - ان افكارك رائعة ، ما الذى _____ لك بها .
- ٧ - بعد ان انتظر الشاب سنة كاملة _____ بانّه يحب
الكاتبه .
- ٨ - تهتم الصحف بنقل _____ الغربية .

- ٩ - ما الذي — الى المجيء الى امريكا ؟
- ١٠ - اذاعت وزارة الدفاع — حرية كثيرة اثناء الحرب .
- ١١ - تحاول الدول العربية اعادة حق فلسطين — .
- ١٢ - الحلفاء على المانيا في الحرب العالمية الثانية .
- ١٣ - قال النبي محمد " انا انا — مثلكم يوحى الي " .
- ١٤ - هو اول وجبات الطعام اليومية .
- ١٥ - من الممكن اعتبار قصة ديزى الامير " سنة طويلة كاملة " قصة — .
- ١٦ - اقترحات كثيرة على الجمعية العامة للامم المتحدة لحل مشكلة الحدود .
- ١٧ - نظرت المحكمة فى القضية وحكمت على المتهم ب — لمدة ثلاث سنوات .
- ١٨ - لم تستلم الكاتبة — التى وعدتها بها المجلة .
- ١٩ - غالبا ما — الناس الى المحاكم للحصول على حقوقهم كاملة
- ٢٠ - من الذي — قطريين من برنامج الرحلة ؟

تمرين ٦ : الاختيار المتعدد

استعن فى الاجابة بالدرس العشرين

- ١ - المقصود بهجرة الادمغة
 - أ - ذهاب طلاب العلم والفكر الى الخارج فى بعثة دراسية .
 - ب - ذهاب العلماء والمفكرين الى الخارج للعمل .
 - ج - ذهاب العمال وغيرهم الى الخارج للعمل
- ٢ - ان معظم العلماء المهاجرين الى امريكا يأتون من الدول
 - أ - الاوربية .
 - ب - الافريقية .
 - ج - النامية .
- ٣ - ازدادت هجرة الادمغة الى الولايات المتحدة

- ١ - قبل الحرب العالمية الثانية .
- ب - بعد الحرب العالمية الثانية .
- ج - بعد الحرب العالمية الاولى .
- ٤ - تصدر الدول النامية نسبة كبيرة من عثمائها الى الخارج تبلغ
- أ - ٢٥ ٪ .
- ب - ٥٠ ٪ .
- ج - ٧٠ ٪ .
- ٥ - تحتاج الولايات المتحدة الى اطباء من الخارج لانها
- أ - لا تخرج سوى اطباء اجانب .
- ب - لا تحتاج الى الاطباء الامريكيين .
- ج - لا تخرج ما يكفي من الاطباء .
- ٦ - ان هجرة الادمغة من اليابان تدل على ان
- أ - الدول النامية فقط تواجه هذه المشكلة .
- ب - الدول الاوروبية الصناعية تواجه هذه المشكلة ايضا .
- ج - بعض الدول المتقدمة صناعيا تواجه المشكلة ايضا .
- ٧ - تقول جريدة " كرستيان ساينس مونيتور "
- أ - ان عدد الاطباء الايرانيين الذين درسوا في نيويورك اكثر من مجموع الاطباء في ايران
- ب - ان عدد الاطباء الايرانيين الذين يقيمون في نيويورك اكثر من مجموع الاطباء في ايران .
- ج - ان مجموع الاطباء في ايران اكثر من عدد الاطباء الايرانيين الذين درسوا واقاموا في نيويورك .
- ٨ - نعني بـ " عدم توفر فرص العمل للاختصاصيين " :
- أ - وجود اعمال كافية في حقول لا تتعلق باختصاصهم .
- ب - عدم وجود اعمال في حقول اختصاصهم .
- ج - عدم وجود اختصاصيين لحقول الاختصاص المختلفة .
- ٩ - ان الدولة التي اقترحت على اليونسكو تعديل قوانين الهجرة هي

أ - الفلبينين

ب - الباكستان

ج - مصر

١٠ - يرى الكاتب

أ - ضرورة السماح للعلماء والمفكرين بالهجرة للعمل في
دوائر اختصاصهم .

ب - ضرورة تشجيع العلماء الامريكيين على العمل في البلدان
النامية لمساعدتها .

ج - ضرورة منح هجرة العلماء للاستفادة منهم في تطوير الدول
النامية

تمرين ٧ : ترجمة

ترجم الى العربية

1. Some scholars believe that the brain drain is the most important problem the developing countries face today.
2. Some governments took certain measures to limit the departure of scientists and to encourage others to return.
3. The American government has recently amended the immigration laws.
4. The engineering department will appoint a new chairman at the end of the summer.
5. Lawyers render an important service to the preservation of justice.
6. Material gain is not the only reason which drives the Lebanese to emigrate.
7. The public sector in the economy of the country is gaining ascendancy over the private one.
8. Egypt attracts tourists because of its historical places.

تميزن ٨ : ترجمة

ترجم الى الانكليزية

- ١ - بدأ الفكر العربي يتحوّل في معالجة المواضيع المحلية الى المواضيع العالمية .
- ٢ - الخسيان ضروري كالحفظ ؛ إنّ العقل الذي لا يستطيع ان ينسى لا يستطيع ان يحفظ .
- ٣ - بقدر ما كنت افرح به بدأت الآن اقلق بشأنه واعيد النظر فيه .
- ٤ - يتوقف مستقبل الدول النامية على تشجيع وتحقيق التنمية العلمية .
- ٥ - المجتمع الزراعي يتقدم ببطء ، اما المجتمع الصناعي فيتقدم بسرعة .
- ٦ - التحق بالجامعة واستطاع ان يواصل دراسته ويتخرج بتفوق .
- ٧ - احدثت افكار طه حسين ثورة ادبية ، اذ شجعت النقد الادبي العلمي ورفعت مستواه .
- ٨ - العالم الصحيح هو من يتجاوز مرحلة الدرس الى مرحلة الابتكار والاختراع .

الدرس الرابع والعشرون

تمرين ٢ : الاختيار المتعدد

- ١ - يرى الكاتب ان اهم مشكلتين اساسيتين تواجههما الامة العربية هما
 - أ - الجهل والمرض .
 - ب - الفقر وارتباك التنظيم الاقتصادي .
 - ج - التأخر والخوف من النقد .
- ٢ - تشكل الشعوب المتأخرة في العالم
 - أ - القسم الاقل عددا والاكبر تأثيرا .
 - ب - القسم الاكبر عددا والاقل تأثيرا .
 - ج - قوة مساوية لقوة الدول المتطورة .
- ٣ - ان من اليسير على الانسان ان
 - أ - يخقد غيره من الناس .
 - ب - يحاسب نفسه على اخطائها .
 - ج - يتذكر اسباب الضعف فيه .

تمرين ٣ : ترجمة شفوية

1.
 - a. Many Nationalisms form the American society.
 - b. The American society is composed of many states.
 - c. The American society is composed of many nationalities.
2.
 - a. The immigrants dwelt in the big cities at first.
 - b. The big cities received most of the immigrants at first.
 - c. Immigration into the big cities was heavy at first.
3.
 - a. The immigrants spread some magazines and papers.
 - b. The immigrants published some papers and magazines.
 - c. The immigrants supported some papers and magazines.
4.
 - a. His books are noted for a humanitarian tendency.
 - b. The women authors are noted for their humanitarian tendency.
 - c. His books are known for their humanitarian spirit.

5.
 - a. Some books are very famous as stories.
 - b. Some authors are good story writers.
 - c. Some women are famous in writing short stories.
6.
 - a. He regretted his crime.
 - b. He denied his crime.
 - c. He admitted his crime.
7.
 - a. The article is a conversation between two youths.
 - b. The novel is a dialogue of love.
 - c. The story is a dialogue between a young man and a girl.
8.
 - a. The Modern Arabic story appeared in the middle of the 19th century.
 - b. The Arabic story came into being in the ninth century.
 - c. The Arabic story improved in the middle of the 19th century.
9.
 - a. The Arabic story influenced the western one.
 - b. The Arabic story was influenced by its Western counterpart.
 - c. The Western short story was more developed than the Arabic one.
10.
 - a. Tradition leads to stagnation.
 - b. Imitation is easier than creation.
 - c. Imitation is the enemy of innovation.
11.
 - a. He reserved a room for his friend in the hotel.
 - b. He reserved a room for his girl friend in the hotel.
 - c. His girl friend reserved a room for him in the hotel.
12.
 - a. The prophets came to save humanity.
 - b. The prophet came to lead humanity.
 - c. Humanity was saved by the prophet.
13.
 - a. Arabic poetry developed in style and meaning.
 - b. Arabic poetry preserved its style and content.
 - c. Western literature influenced Arabic poetry.
14.
 - a. This is a sample of conversational poetry.
 - b. The following is a modern poem.
 - c. This is a sample of modern poetry.
15.
 - a. Some mahjar authors achieved great fame.
 - b. Some mahjar poetry achieved great fame.
 - c. Some poets in the Arab world became very famous in the Mahjar.

تمرين ٤ : ملء الفراغ

- (ظروف ، الابتكار ، المنزل ، يقصر ، ضرر ، بدلا ، النمو ،
انظف ، سقطت ، المعارضة ، تحقق ، المراقبون ، ينتسب ، خرج ،
حرص على ، لحق ، لمسة ، ارتبط ، عاتب ، استخراج ، اعفاء)
- ١ - تصلنى خطاباتى على عنوانى فى الدائرة وليس فى ———
 - ٢ - ——— الوزارة وستشكل وزارة جديدة خلال الاسبوع القادم .
 - ٣ - يجب ان تذهب الى المطار فى الحال اذا اردت ان ——— الطائرة .
 - ٤ - اشعر باننى فى حاجة الى راحة فى عطلة الاسبوع ولا اريد ان
——— باي عمل او موعد .
 - ٥ - قال النبى " خير الناس من نفع الناس " وقال " من ——— نا
ليس منا "
 - ٦ - صديقى من وجهاء البلد و ——— الى عائلة غنية .
 - ٧ - ان غرفتي نظيفة لانني ——— كل يوم .
 - ٨ - تقوم شركات الزيت ب ——— النفط من تحت الارض .
 - ٩ - يحب صديقى الذهاب الى السينما ——— من الدراسة فى المكتبة .
 - ١٠ - انه حزين هذه الايام لانه يمر فى ——— صعبة .
 - ١١ - يجب التمييز بين الموظفين الذين يقومون بواجبهم افضل قيام
وبين الذين ——— فى واجبهم
 - ١٢ - من اهم الدراسات اللغوية ——— .
 - ١٣ - ابعدت الحكومة رجال ——— الى خارج البلاد .
 - ١٤ - علّل طه حسين تقليد الاداب الاوربية بانه مرحلة نحو ———
 - ١٥ - يعتقد ——— السياسيون بان الغاية من قرار الحكومة الاخير
هي القضاء على المعارضة فى البلاد .

تمرين ٥ : ملء الفراغ

- (تثقيف ، تلميذ ، نصحه ، محظور ، توديع ، ارشاد ، فقد ،

يحرص ، يخلقونها ، ابتكر ، ينتفع ، احدثت ، يوسفني ، الناقد ،
الفلسفة ، شرف ، بدأ ، ذراع ، دمع ، مساوى)

١ - تطلق كلمة ضرير على كل من ——— بصره

٢ - ——— الطلاب بالمحاضرات والدروس .

٣ - تحتل ——— اليونانية مكانة عظيمة .

٤ - كلمة " ——— " تعني " طالب "

٥ - يعتز الاساتذة بطلابهم الذين يحققون نجاحا رائعا كما ———

الطلاب بأساتذتهم المشهورين .

٦ - وظيفة ——— هي دراسة النص الادبي وتبيان نقاط القوة والضعف
فيه .

٧ - تساعد دراسة الكتب ذات المواضيع المختلفة على ——— الرجل
وتوسيع معلوماته .

٨ - ——— وزارة المواصلات تغييرا كبيرا في طرق المواصلات في البلاد .

٩ - ان التلميذ الناجح هو الذى ——— على الاستماع الى جميع
المحاضرات .

١٠ - ——— الطبيب ان يترك التدخين

١١ - من الناس من يفتحون نوافذهم للشمس ومنهم من ———

١٢ - ——— انني لم احضر محاضرتكم القيمة .

١٣ - وعدني استاذي بان ——— في زيارة اخرى .

١٤ - قال مدير المكتب انه لا يحب الوزير لانه ذو ——— كثيرة

١٥ - ذهبت الى المطار ل ——— صديقتي التي سافرت الى اوروبا .

تمرين ٢ : الاختيار المتعدد

- ١ - تم تأسيس جامعة الدول العربية سنة
أ - ١٩٤٥
ب - ١٩٥٤
ج - ١٩٦١
- ٢ - تتألف جامعة الدول العربية
أ - من الدول المستقلة وغير المستقلة .
ب - من الدول المستقلة .
ج - من الدول غير المستقلة .
- ٣ - الغرض الاساسي من جامعة الدول العربية كما ينص عليه الميثاق هو
أ - العمل على حل مشكلة فلسطين وإعادة اللاجئين الى اراضيهم .
ب - توحيد الانظمة السياسية المختلفة في الدول العربية .
ج - توثيق الصلات بين الدول العربية وتنسيق خططها السياسية .
- ٤ - ان نظام التصويت في مجلس الجامعة العربية ينص على ان لكل دولة
أ - عدد من الاصوات يتناسب وقوتها .
ب - عدد من الاصوات يتناسب وعدد ممثليها .
ج - صوت واحد مهما كانت كبيرة .
- ٥ - ان مهمة مجلس الجامعة
أ - تمثيل الدول العربية في الامم المتحدة .
ب - حل الخلافات بين الدول العربية بالقوة .
ج - تحقيق اغراض جامعة الدول العربية .
- ٦ - يقرر مجلس الجامعة التدابير اللازمة لدفع الاعتداءات عن الدول العربية
أ - باغلبية الراء .
ب - بموافقة ثلثي الاعضاء .
ج - بالاجماع .
- ٧ - تكون قرارات المجلس بالاكثريه ملزمة .

- أ - لجميع الدول العربية .
 - ب - لجميع الدول الاعضاء فى الجامعة العربية .
 - ج - لجميع الدول الاعضاء التى قبلت القرارات .
- ٨ - يجتمع مجلس الجامعة فى
- أ - القاهرة فقط .
 - ب - اى مكان يختاره .
 - ج - المقر الدائم للجامعة .
- ٩ - ينعقد المجلس بصفة عادية
- أ - مرتين فى العام .
 - ب - مرة فى العام .
 - ج - مرة فى الشهر .
- ١٠ - تتكون الامانة العامة للجامعة من
- أ - الامين العام ومساعديه وممثلى الدول الاعضاء .
 - ب - الامين العام وممثلى الدول الاعضاء .
 - ج - الامين العام ومساعديه وبعض الموظفين .
- ١١ - يترأس مجلس الجامعة عند اجتماعاته العادية
- أ - رئيس الحكومة المصرية .
 - ب - الامين العام للجامعة .
 - ج - ممثلو الدول الاعضاء بالتناوب .
- ١٢ - نفقات الجامعة تدفعها الدول العربية الاعضاء
- أ - بالتساوي .
 - ب - حسب اهميتها السياسية .
 - ج - حسب ما يقرره المجلس .
- ١٣ - للمجلس فصل اية دولة من الجامعة العربية اذا لم
- أ - تقم بواجبات ميثاق الجامعة .
 - ب - توافق على تعديل الميثاق .
 - ج - تحضر اجتماعين عاديين للمجلس .
- ١٤ - الامين العام لمجلس الجامعة بدرجة

أ - وزير .

ب - سفير .

ج - وزير مفوض .

١٥ - تستطيع اية دولة الانسحاب من الجامعة

أ - فى اى وقت تريد .

ب - بعد سنة من ابلاغ المجلس بقرارها .

ج - فى الاجتماعات غير العادية للمجلس .

تمرين ٣ : ترجمة شفوية

1. a. The labor government failed in the elections.
b. The labor government won the elections.
c. The labor government beat the Conservatives in the elections.
2. a. He took the letter out of the envelope.
b. He sealed the envelope after inserting the letter in.
c. He received a letter in these circumstances.
3. a. The people see difficult envelopes.
b. The people witness difficult circumstances.
c. The people witness propitious circumstances.
4. a. Some young men deliver a speech before getting married.
b. Some young men get engaged before getting married.
c. People usually get engaged before getting married.
5. a. The Arabs were influenced by the Greek Philosophy.
b. The Arabs influenced Greek Philosophy.
c. The Arabs borrowed from Greek Philosophy.
6. a. Right overcomes oppression in some countries.
b. Right overcomes oppression eventually.
c. Oppression overcomes right in some countries.
7. a. Worry is an international phenomenon.
b. Anxiety appeared in all countries.
c. Worry is a consequence of science.
8. a. Examples are very important in an Arab's life.
b. Arabs believe in proverbs.
c. Proverbs play an important role in the life of the Arabs.

9.
 - a. Respect yourself!
 - b. Respect your soul!
 - c. He respected you!
10.
 - a. Forgetting is necessary for retention.
 - b. Forgetting is as necessary as retention.
 - c. Forgetting and retention go together.
11.
 - a. The woman who lives in the city works and keeps busy.
 - b. The civilization which invents does not stagnate.
 - c. The civilization which invents might stagnate.
12.
 - a. When did you join the alumni society?
 - b. When did you graduate from the University?
 - c. When did you join the graduates?
13.
 - a. The League of Nations dealt with international problems.
 - b. The United Nations was formed to solve international problems.
 - c. The United Nations deals with international problems.
14.
 - a. The exports of the U.S. surpass its imports.
 - b. The imports of the U.S. surpass its exports.
 - c. The U.S. increases its exports and decreases its imports.
15.
 - a. Egypt tried to attract foreign tourists.
 - b. Foreign tourists go to Egypt.
 - c. Egypt tries to attract foreign tourists.
16.
 - a. You are my friend.
 - b. My money is your friend.
 - c. I have no friend but you.
17.
 - a. What a splendid man you are!
 - b. You are not a splendid man!
 - c. You are a fearful man.
18.
 - a. The year is made up of four parts.
 - b. The year has four seasons.
 - c. The tradition is four parts.
19.
 - a. The letter has a religious character.
 - b. The letter has a religious stamp on it.
 - c. The religious stamp was on the envelope.
20.
 - a. The christians celebrated Christmas.
 - b. The christians celebrated the death of Christ.
 - c. The christians celebrate Easter.

تمرين ٤ : ملء الفراغ

(التخطيط ، تتوفر ، بعثت ، كافة ، الهندسة ، اتخاذ ،
غلق ، تجاربه ، القلق ، شرح ، يعفي ، فساد ، محام ،
حوالي ، لحظة ، معالجة ، صراع ، اغرائي ، تجاوز ،
مادياً ، احدث ، تستورد ، الدفاع ، تألم)

- ١ - انه مريض ويحتاج الى ——— طبية .
- ٢ - ——— هو اهم اجزاء الرأس .
- ٣ - تخرج من كلية ——— ويعمل الآن مهندسا في مصلحة الطرق .
- ٤ - يتعلم الانسان من ——— اكثر من نصائح الآخرين .
- ٥ - راح صديقي يحاول ——— على الذهاب معه في رحلته .
- ٦ - ——— الدول العربية السيارات من الولايات المتحدة واوروبا .
- ٧ - تستعمل اللغة العربية في ——— الاقطار العربية .
- ٨ - سافر زوجها منذ شهر ولم يعد حتى الآن ولذلك لا تستطيع النوم
بسبب ——— .
- ٩ - كان المتهم يبحث عن ——— ليدافع عنه في المحكمة .
- ١٠ - ——— وزارة التربية عددا من الطلاب الى الجامعات الامريكية للتخصص .
- ١١ - يقول وزير خارجية الهند انه لا ——— اعمال مناسبة للعلماء
في بلاده .
- ١٢ - تحاول الدول العربية ——— اجراءات تتعلق بالحد من هجرة
العلماء والمفكرين .
- ١٣ - يساعد ——— الاقتصادي على تطوير الصناعة وتوفير المنتجات
للمواطنين .
- ١٤ - ان التعديل الجديد على القانون ——— العلماء العائدين
الى وطنهم من الجمارك .
- ١٥ - قد يربح العالم المهاجر ——— ولكنه قد يتألم نفسيا او يشعر
بالغربة .

تمرين ٥ : الاختيار المتعدد . مراجعة المفردات

١ - تستطيع ان تجد في ——— لحم البقر ولكنك لا تجد فيها السمك او العلكة .

أ - دكان السطان

ب - الملحمة

ج - الجسر

د - الظاهرة

٢ - يعيش الالف اللاجئين الفلسطينيين في ——— في الضفة الغربية .

أ - المستشفيات

ب - بيوت

ج - منازل

د - مخيمات

٣ - نشرت هذه الصحيفة سلسلة من المقالات الفكاهية ——— بنقد

الاضاع الاجتماعية .

أ - الممزوجة

ب - المحظورة

ج - المباحة

د - المهدمة

٤ - يجب ان يمتاز شابنا بالطموح و ——— عن الروح الانكالية .

أ - يبدعون

ب - يثيرون

ج - يبتعدون

د - يعتمدون

٥ - تحتوي اكثر دساتير الدول على مبادئ الحرية و ——— .

أ - النفسي

ب - المساواة

ج - المحنة

د - الفساد

٦ - _____ الام طفلها الصغير حينما يجوع وتغمره بالحب .

أ - تتغاضى

ب - تغذي

ج - تعوض

د - تعير

تمرين ٦ : تركيب الجمل

استعمل الكلمات المعطاة فى كل قسم فى فقرة قصيرة

١ - نهر ، جسر ، ضفة ، غرق ، غمر

٢ - جائع ، غذى ، دفء ، شراة ، شبع

٣ - نفسى ، لاجئ ، فدائى ، قتل ، جثة

٤ - نبخ ، ابداع ، فنون ، فلسفة ، موسيقى

٥ - مناخ ، صيف ، ارتوى ، غبار ، غيوم

Arabic-English Glossary

This is a computerized list based on (a) all words occurring in EMSA and (b) active and marginal words, proper and place names, and useful phrases occurring in IMSA.

The glossary is arranged alphabetically by root, the items are listed according to the "word family" approach, whereby words related to each other in derivation and meaning are grouped together. Verbs are listed in order of Form number. After each verb are listed in order those words related to it: verbal nouns, nouns, adjectives, participles, nouns of place and time, etc. Words not related to verbs are listed last under that root. This will help the student to associate related words as an aid in vocabulary building. Proper and place names are ordered not by root but by alphabetical arrangement of letters and entered as follows: (a) by surname; thus نجيب محفوظ is entered under م (b) by ابن or ابو for names containing those words; thus ايليا ابو ماضي is listed under ابو and ابن خلدون under ابن. Likewise, names of mosques, universities and bodies of water are alphabetized following the entries مسجد, جامعة and بحر.

Only the imperfect stem vowels of Form I verbs are indicated over or below dashes following the perfect tenses on the same line. Verbal nouns and their plurals (if they are common) of most verbs are given after each on the same line. Nouns, whether they are singular or plural, which convey special meanings are listed on a separate line.

Below is a list of the symbols used in this glossary with their representation.

—	Seat for the imperfect stem vowel.
()	encloses imperfect tense forms of assimilated verbs.
‘	precedes verbal nouns
؛	precedes plurals of verbal nouns which are used also as ordinary nouns.
/	indicates alternate forms.
—	precedes plurals of nouns or adjectives
ون	sound masculine plural
ات	sound feminine plural.

The following examples illustrate the procedure used:

to bind; tie, unite

tie, bond; link

to connect

to bind o.s., commit o.s.

Rabat

رَبَطَ، رَبَطٌ
 رَابِطَةٌ - رَوَّابُ
 تَرَابُطٌ - تَرَابُطٌ
 ارْتَبَطَ بـ، ارْتِبَاطٌ ؛ ات
 الرِّبَاط

ف

final	أَخِيرٌ	father	أَبٌ - أَبَاءُ #
finally	أَخِيرًا	1st Muslim Caliph	أَبُو بَكْرٍ
to delay; hinder	أَخَّرَ ، تَأَخَّرَ	modern Egyptian poet	أَبُو شَادَى
recently	مُؤَخَّرًا	Abu Dhabi	أَبُو ظَبْيٍ
rear	مُؤَخَّرَةً	Medieval poet	أَبُو الْعَلَاءِ الْمَعَرِّي
to be late	تَأَخَّرَ ، تَأَخَّرَ	modern Tunisian poet	أَبُو الْقَاسِمِ الشَّابِي
late	مُتَأَخِّرٌ - وَن	Mahjerite poet	إِيلِيَا أَبُو مَاضِي
brother, fellow man	# أَخٌ - إِخْوَةٌ / إِخْوَانٌ	Medieval poet	أَبُو نَوَّاسٍ
sister	أُخْتُ - أَخَوَاتٌ	Medieval critic	أَبُو هِلَالٍ الْعُسْكُرِي
brotherhood	إِخَاءٌ	Abraham	# إِبْرَاهِيمَ
literature	# أَدَبٌ - آدَابٌ	14th century historian	# إِبْنُ خَلْدُونٍ
man of letters; writer	أَدِيبٌ - أَدِبَاءُ	9th century prose writer	إِبْنُ قُتَيْبَةَ
to discipline ; punish	أَدَّبَ ، تَأَدَّبَ	Medieval prose writer	إِبْنُ الْمُقَفَّعِ
to be well educated in literature	تَأَدَّبَ ، تَأَدَّبَ	to come ; arrive; follow	# أَتَى ، إِتْيَانٌ ، أَتَيْتُ
modern Libanese writer	# سَهِيلُ إِدْرِيسَ	to be favorable, propitious	آتَى ، مُوَاتَاةٌ
modern Egyptian writer	يُوسُفُ إِدْرِيسَ	influence; trace; ruins	# أَثَرٌ - أَثَارٌ
Adam	# آدَمَ	to influence; affect	أَثَرَ (عَلَى) ، تَأَثَّرَ
particle	# آدَاةٌ - آدَوَاتٌ	to be influenced, moved, touched	تَأَثَّرَ (بِـ) ، تَأَثَّرَ
to render ; perform	# آدَى ، تَأْدِيَةٌ	to postpone; put off until	# أَجَّلَ (إِلَى) ، تَأَجَّلَ
to lead to	آدَى إِلَى ، تَأْدِيَةٌ	to be postponed	تَأَجَّلَ ، تَأَجَّلَ
since	# إِذْ	one; someone, anyone	# أَحَدٌ
if	إِذَا	to take; seize; begin(doing)	# أَخَذَ ، أَخَذَ
therefore , then	إِذَا / إِذَنْ	to adopt; take; pass	إِتَّخَذَ ، إِتَّخَذَ
permission	# إِذْنٌ - أَذونات	to take an attitude	إِتَّخَذَ مَوْقِفًا
ear	# أُذُنٌ - آذَانٌ	another; other	# آخَرٌ - وَن
Argentina	# الْآرْجَنْتِينِ	the hereafter	الْعَالَمُ الْآخِرُ
history	# تَارِيخٌ	last ; the last part of	آخِرٌ - أَوَاخِرُ
historian	مُؤَرِّخٌ - وَن	the hereafter	الْآخِرَةُ / الدَّارُ الْآخِرَةُ

originally; at first	فِي الْأَصْلِ	Jordan	# الْأُرْدُنُّ
original	أَصْلِيٌّ	rice	# أَرْزٌ
properly	حَسَبُ الْأَصُولِ	Aristotle	# أَرِسْطُو
genuine; original	أَصِيلٌ - أَصْلَاءٌ	land, earth	# أَرْضٌ - أَرَاضٍ
of sound judgement	أَصِيلُ الرَّأْيِ	from all parts of	مِنْ مَشَارِقِ الْأَرْضِ
chronic illness	مَرَضٌ مُتَأَصِّلٌ	the globe	وَمَغَارِبِهَا
frame; framework	# إِطَارٌ - أَتْطَارٌ	Armenians	# أَرْمَنٌ
the Atlantic ocean	# الْمَخِيطُ الْأَطْلَسِيُّ	crisis	# أَرْزَمَةٌ - أَرْزَمَاتٌ
delights; delicacies	# أَطَايِبٌ	cabinet crisis	أَرْزَمَةٌ وَزَارِيَّةٌ
Africa	# إِفْرِيْقِيَا	Spain	# إِسْبَانِيَا
Afghanistan	# أَفْغَانِسْتَانٌ	professor, teacher	# أَسْتَاذٌ - أَسَاتِذَةٌ
effendi (title)	# أَفَنْدَمٌ	Australia	# أَسْتْرَالِيَا
to be convinced (of)	# تَأَكَّدَ ، تَأَكَّدُ	to chain , capture	# أَسَرَ - أُسِرَ
to eat	# أَكَلَ ، أَكَلُ	family	# أُسْرَةٌ - أُسَرٌ
meal ;dish	أَكْلَةٌ - أَكَلَاتٌ	completely; entirely	بِأَسْرِهِ
thousand	# أَلْفٌ - أَلَفٌ	Israel	# إِسْرَائِيلُ
to compose; write; form	أَلْفٌ ، تَأْلِيفٌ	basic	# أَسَاسِيٌّ - وَنٌ
composer ; author	مُؤَلِّفٌ - وَنٌ	to establish, set up	أَسَّسَ ، تَأَسَّسَ
book ; publication ; work	مُؤَلَّفٌ - أَتٌ	establishment	مُؤَسَّسَةٌ - أَتٌ
except ; only	# إِلَّا	to be founded	تَأَسَّسَ ، تَأَسَّسَتْ
pain	# أَلَمٌ - أَلَامٌ	Istanbul	# إِسْطَنْبُولُ
passion week	أُسْبُوعُ الْأَلَامِ	to be sorry	# أَسِفٌ - ، أَسَفٌ
painful; aching	مُؤْلِمٌ	unfortunately	مَعَ الْأَسْفِ
to suffer	تَأَلَّمَ ، تَأَلَّمُ	sorry , regretful	آسِفٌ - وَنٌ
God; diety	# إِلَهٌ - إِلَهَةٌ	Alexandria	# (مَدِينَةُ) الْإِسْكَنْدَرِيَّةِ
God	اللَّهُ	manner, procedure , style	# أُسْلُوبٌ - أَسَالِيبٌ
belonging to God	لِلَّهِ	Asia	# آسِيَا
by God; indeed	وَاللَّهِ	Asia minor	آسِيَا الصَّغْرَى
hello	# أَلُو	to be original, genuine	# أَصْلٌ - ، أَصَالَةٌ
to	# إِلَى	origin , descent	أَصْلٌ - أَصُولٌ

reliable; honest	أَمِينٌ - أُمْنَاءُ	here is	إِلَيْكَ
treasurer; cashier	أَمِينُ الصُّدُوقِ	or	أَمْ #
Secretary General	أَمِينٌ عَامٌ	as for ...	أَمَّا ... فَـ
treasurey; cashier	أَمِينُ الْمَالِ	to order	أَمْرٌ - بَ ، أَمْرٌ
Amen	آمِينَ	command	أَمْرٌ - أَوْامِرٌ
to insure	أَمِّنْ عَلَى ، تَأْمِينٌ	matter; affair	أَمْرٌ - أُمُورٌ
fire insurance	تَأْمِينٌ ضِدَّ الْحَرِيقِ	in the beginning; at first	فِي أَوَّلِ الْأَمْرِ
life insurance	تَأْمِينٌ عَلَى الْحَيَاةِ	emirate; principality	إِمَارَةٌ - ات
to believe in	آمَنَ بَ ، إِيمَانٌ	prince; emir	أَمِيرٌ - أُمَرَاءُ
Umayyad	أُمَوِيٌّ - وَن	Iraqi female writer	ذِيْزِي الْأَمِيرِ
that	أَنَّ #	conference; convention	مُؤْتَمَرٌ - ات
if	إِنْ	yesterday	أَمْسٍ #
even if; although	وَأِنْ	to hope	أَمَلٌ - ، أَمَلٌ ، آمَلٌ
that (conj.)	أَنَّ	disappointment	خِيبَةُ الْأَمَلِ
indeed ; that	إِنَّ	to consider; ponder	تَأَمَّلْ ، تَأَمَّلْ ؛ ات
for	فَإِنَّ	mother	أُمٌّ - أُمّهَات
because	لِأَنَّ	in front of; before (prep.)	أَمَامَ #
but ; then; yet; rather	إِنَّمَا	Imam; prayer leader	إِمَامٌ - أَعِمَّةٌ
I	أَنَا #	nation	أُمَّةٌ - أُمَمٌ
you (m.s)	أَنْتَ	illiterate	أُمِّيٌّ - وَن
you (m.pl.)	أَنْتُمْ	illiteracy	أُمِّيَّةٌ
you (dual)	أَنْتُمَا	to be safe	أَمِنَ - ، أَمِنُ / أَمَانٌ
you (f.s)	أَنْتِ	public security	الْأَمْنُ الْعَامُّ
you (f.pl.)	أَنْتُنَّ	the police	رِجَالُ الْأَمْنِ
femininity	أُنُوثَةٌ #	the Security Council	مَجْلِسُ الْأَمْنِ
England	إِنْجِلْتِرَا #	to God's protection	فِي أَمَانِ اللَّهِ
gospel	إِنْجِيلٌ - أُنَا جِيلٌ	secure	آمِنٌ - وَن
Indonesia	أَنْدُونِيسِيَا #	to be faithful; reliable	أَمِنٌ - ، أَمَانَةٌ
to be companionable; sociable	أَنْسَ - إِلَى ، أَنْسَ	treasury department	أَمَانَةُ الصُّدُوقِ
people	نَاسٌ	general secretariat	أَمَانَةٌ عَامَّةٌ

O.K.	لا بَأْسَ	man; person; human being	انسان
miserable; wretched	بُعِيسٌ - بُؤْسَاءُ	human; humane	انسانِيٌّ - ون
Pakistan	# الباكِستان	humanity	انسانية
to settle; determine; decide	# بَتَّ ، بَتَّ	Miss; young lady	آنِسَةٌ - ات
Petra	# البَتْرَاءُ	to be neat; be elegant	# أَنْقَ ، أَنْقَة
to revere; respect	بَحْلٌ ، تَبَحُّيلٌ	family; folks; relations	# أَهْلٌ - ون / أَهَالٍ
to discuss; research	# بَحَثَ - ، بَحَثَ ؛ بَحُوثٌ	private ; native	أَهْلِيٌّ - ون
to searche for; look for	بَحَثَ - عَنِ ، بَحَثَ	or	# أَوْ
researcher; investigator	بَاثٌ - ون / بَحَاثٌ	Europe	# أَوْرُوبًا
Moroccan female writer	بَاثَةُ الْحَاضِرَةِ (مَلِكَة)	European	أُورُوبِيٌّ
	(الفاسي)	first	# أَوَّلٌ - أَوَائِلُ
Sea	# بَحْرٌ - بِحَارُ / أَبْحَرُ	first; in the first place	أَوَّلًا
	بَحُورٌ /	now	# الْآنَ
the Red Sea	الْبَحْرُ الْأَحْمَرُ	at that time	# آنَ ذَاكَ
the Black Sea	الْبَحْرُ الْأَسْوَدُ	oh	# آه
the Dead Sea	الْبَحْرُ الْمَيِّتُ	Koranic verse	# آيَةٌ - ات
the Mediterranean	الْبَحْرُ الْأَبْيَضُ الْمُتَوَسِّطُ	that is to say; i.e.	# أَيْ
marine; naval	بَحْرِيٌّ	any	أَيُّ
seaman; sailor	بَحَّارٌ - ون / بَحَّارَةٌ	which?	أَيُّ
Bahrain	الْبَحْرَيْنِ	to back; support	# أَيْدٍ ، تَأْيِيدٌ ؛ ات
To evaporate	تَبَحَّرَ ، تَبَحُّرٌ	Iberia	# إِبْرِيَا
to be niggardly; be stingy	# بَخُلٌ - ، بَخُلٌ	Iran	# إِيْرَان
stingy	بَخِيلٌ - بَخْلَاءُ	also	# أَيْضًا
(it is) inevitable (for,to) that	# لَا بُدَّ لَ ... مِنْ	where (interrog.)	# أَيْنَ
to begin; begin with	# بَدَأَ - ، بَدَأَ	wherever	أَيْنَمَا
beginning	بِدَايَةٌ		- ب -
principle	مَبْدَأٌ - مَبَادِيٌّ	the Babylonians	# الْبَابِلِيِّونَ
to begin	ابْتَدَأَ ، ابْتِدَاءٌ	well	# بِعَرٍّ - آبَارُ
elementary; primary	ابْتِدَائِيٌّ - ون	Paris	# بَارِيسَ
to suggest itself strongly	# تَبَادَّرَ ، تَبَادَّرَ	to be miserable; wretched	# بُعِيسٌ - ، بُؤْسٌ

parliament	# بَرْلَمَان - ات	heresy; innovation	# يَدْعَة - يَدْع
to conclude; ratify	# أَبْرَم ، إِبْرَام	to create; invent	# أَبْدَع ، إِبْدَاع
program	# بَرْنَامَج - بَرَامَج	instead of	# بَدَلًا مِنْ
prince	# بَرْنَس	substitute	# بَدَل ، تَبْدِيل ؛ ات
contest; tournament; match	# مُبَارَاة - مُبَارِيَات	exchange (s. th.) with (s.o.)	# بَادَل ، مُبَادَلَة - ات
Britain	# بَرِيطَانِيَا	exchange	# تَبَادَل ، تَبَادُل
Levy Braille	# لِيْفِي بَرِيل	exchange of views	# تَبَادُلُ الْآرَاءِ
orchard	# بُسْتَان - بَسَاتِين	body	# بَدَن - أَبْدَان
modern Lebanese writer	# بَطْرُس الْبُسْتَانِي	to appear	# بَدَأَ
to become simple	# بَسْطَ ، بَسَاطَة	to disclose; manifest; display	# أَبْدَى ، إِبْدَاء
simple	# بَسِيط - بَسْطَاء	bedoins	# بَدَوُ
to smile	# ابْتَسَم ، ابْتِسَام ؛ ات	to sow; disseminate	# بَذَرَ ، بَذَر
man; men; human beings	# بَشَر	to give freely; expend freely; exert	# بَذَلَ ، بَذَلٌ
human	# بَشَرِي	to become free; be cleared of	# بَرِيَ - مِنْ ، بَرَاءَة
humanity; mankind	# بَشَرِيَّة	innocent	# بَرِيء - أَبْرِيَاء
to be in direct contact; carry out	# بَاشَر ، مُبَاشَرَة	period of probation	# اسْتِبْرَاء
direct cause	# السَّبَبُ الْمُبَاشَرُ	Brazil	# الْبَرَاذِيل
indirect	# غَيْرُ مُبَاشَر	the Berbers	# بَرْبَر
eyesight; vision; glance	# بَصَر - أَبْصَار	tower	# بَرْج - بُرُوج / أَبْرَاج
Basrah (Iraq)	# الْبَصْرَة	ivory tower	# الْجُرْجُ الْحَاجِي
onions	# بَصَل	Barada river (Syria)	# نَهْرُ بَرْدَى
to slow; become slow	# بَطَّأَ ، بَطْء	post; mail	# بَرِيد
slow	# بَطِيء - بَطَاء	air mail	# بَرِيدٌ جَوِّيٌّ
potatos	# بَطَا طِس	post office	# دَاخِرَة الْبَرِيد
to be false; untrue	# بَطُلَ ، بَطْلٌ / بَطْلَان	to be prominent; stand out	# بَرَزَ ، بُرُوز
false	# بَاطِل	to surpass; excel; be skillful; proficient	# بَرَعَ ، بَرَاعَة
false accusation	# تَهْمَةٌ بَاطِلَة	rehearsal	# بَرُوفَا
to become brave	# بَطُلَ ، بَطُولَة - ات	to flash; light up	# بَرَّقَ ، بَرَقَ
hero	# بَطْل - أَبْطَال	modern libanese novelist	# حَلِيم بَرْكَات
blanket	# بَطْلَانِيَّة - ات	congratulations	# مَبْرُوك

to create; originate	اَبْتَكَّرَ ، اَبْتَكَرَ	to arouse; send	# بَعَثَ ، بَعَثَ
to cry; weep	# بَكَى - ، بَكَاءُ	to call forth; awaken; send	بَعَثَ - (في) ، بَعَثَ
rather; indeed; but	# بَلْ	the Arab Baath Socialist Party	حزب البعث العربي الاشتراكي
country	# بَلَدٌ - بِلَادٌ / بُلْدَانٌ	scholarship; mission	بَعْثَةٌ - ات
to attain; reach	# بَلَغَ ، بُلُوغٌ	diplomatic mission	بَعْثَةٌ دِيبلوماسية
communique; statement; proclamation	بَلَاغٌ - ات	group of exchange students or scholars	بَعْثَةٌ عِلْمِيَّة
eloquent; profound	بَلِيغٌ - بُلْغَاءُ	incentive; motive	بَاعِثٌ - بَوَاعِثُ
amount	مَبْلَغٌ - مَبَالِغُ	to become distant; go far	# بَعُدَ ، بَعْدُ
to exaggerate	بَالِغٌ ، مَبَالِغَةٌ ، ات	far sightedness; foresight	بَعْدُ النَّظَرُ
Bulgaria	# بُلْغَارِيَا	at a distance	عَلَى بُعْدٍ
son	# ابْنٌ - اِبْنَاءُ	from a distance, from afar	عَنْ بُعْدٍ
maternal cousin	ابْنُ الْخَالِ	after	بَعْدَ
paternal cousin	ابْنُ الْعَمِّ	after that, afterwards	بَعْدَ ذَلِكَ
natives; fellow citizens	اِبْنَاءُ الشَّعْبِ	after (conj.)	بَعْدَ أَنْ
girl; daughter	بِنْتُ - بَنَاتٌ	far, distant	بَعِيدٌ - وَن
maternal cousin (f.)	بِنْتُ الْخَالِ	of far reaching consequence; perceptive	بَعِيدُ النَّظَرِ
Egyptian female writer	بِنْتُ الشَّاطِئِ	to remove; dismiss; banish	أَبْعَدَ ، إِبْعَادٌ
paternal cousin (f.)	بِنْتُ الْعَمِّ	to move away	اِبْتَعَدَ ، اِبْتِعَادٌ
my son	بَنِي	together; with each other	# مَعَ بَعْضِهَا الْبَعْضُ
coffee beans	# بَنٌّ	Baalbek (village in East Lebanon)	# بَعْلَبَكْ
to build; construct	# بَنَى - ، بِنَاءٌ ، اِبْنِيَّةٌ	Lebanese woman novelist	لَيْلَى بَعْلَبَكِي
joy; delight	# بَهْجَةٌ	Baghdad	# بَغْدَاد
to dazzle; glitter; shine	# بَهَّرَ - ، بَهَرَّ	cows; cattle	# بَقَرٌ - اِبْقَارٌ
hall	# بَهْوٌ - اِبْهَاءُ	grocer	# بَقَّالٌ - وَن / بَقَّالَةٌ
environment	# بَيْئَةٌ - بَيْعَاتٌ	to remain; stay; keep on doing	# بَقِيَ - ، بَقَاءٌ
door	# بَابٌ - اِبْوَابٌ	to set out early; be early	# بَكَرَ -
to make public; reveal	# بَاَحَ - (ب) ، بَوَّحَ	first; initial	بَاكُورَةٌ - بَوَاكِيرُ
house; home	# بَيْتٌ - بُيُوتٌ	early	بَاكِرًا
verse	بَيْتٌ - اُبْيَاتٌ	do something early	بَكَّرَ - ، تَبَكَّرَ
modern Iraqi poet	عَبْدُ الوَهَّابِ البَيَّاتِي		

The Turkmen	# التُّرْكْمَان	Buddha	# يَوْذَا
Turkey	# تُرْكِيَا	to perish	# بَادَ -
Texas	# تِكْسَاس	Port Said	# بَوْرْسَعِيد
to get tired; be tired	# تَعَبَ - ، تَعَبَ أَتَمَّ	Beirut	# بَيْرُوت
apple	# تَفَّاحَةٌ - ا ت	The Byzantines	# الْبِيزَنْطِيِّونَ
to master; perfect	# أَتَقَّنَ ، إِتْقَانٌ	eggs	# بَيْضٌ
technology	# تِقْنُولُوجِيَا	white	# أَبْيَضٌ - بَيْضٌ
television	# تِلِفِيزِيُون - ا ت	to sell	# بَاعَ - ، بَيْعٌ
hill	# تَلٌّ - تِلَالٌ	to illustrate; indicate	# تَبَيَّنَ ، تَبَيَّنَ
student	# تَلْمِيذٌ - تَلَامِيذُ / تَلَامِيذَةٌ	illustration; indication	# تَبْيَانٌ
to follow	# تَلَا - ، تَلَوْ	to become evident; appear; find out	# تَبَيَّنَ ، تَبَيَّنَ
following; next	تَالِي	between; among	# بَيْنَ
dates	# تَمَرٌ - تَمُورٌ	whereas	# بَيْنَمَا
to be or become complete	# تَمَّ - ، تَمَّ / تَمَّامٌ		- ت -
to conclude; finish; complete	# أَتَمَّ ، إِتْمَامٌ	to follow	# تَبَعَ - ، تَبَعَ
tennis	# تَنِّس	subjection; dependency	# تَبَعِيَّةٌ - تَبَعِيَّاتٌ
the Old Testament	# التَّوْرَاةُ	to follow; observe; conform with	# اتَّبَعَ ، اتِّبَاعٌ
Danny Thomas	# دَانِي توماس	to pursue; follow up with	# تَابَعَ ، مُتَابَعَةٌ ؛ ا ت
Tunis	# تُونِس	follower	# تَابِعٌ - أَتْبَاعٌ
	- ث -	tabacco	# تَبَغٌ - تَبُوعٌ
revenge	# ثَأْرٌ - ثَارَاتٌ	commerce	# تِجَارَةٌ
to be fixed	# ثَبَتَ - ، ثَبَاتٌ / ثُبُوتٌ	below	# تَحْتَ
wealth; rich	# ثَرَوَةٌ - ا ت	a rarity; work of art	# تَحْفَةٌ - تَحَفٌ
wealthy	# ثَرِيٌّ - أَثْرِيَاءُ	museum	# مَتَحَفٌ - مَتَاحِفُ
opening; breach	# شَعْرَةٌ - ا ت	to satiate; overstuff	# أَتَخَّمَ ، إِتْخَامٌ
culture, refinement; civilization	# ثَقَافَةٌ - ا ت	Palmyra	# تَدْمُرٌ
to become educated	# تَثَقَّفَ ، تَثَقَّفَ	soil	# تُرَابٌ - أَثْرِيَّةٌ
to be heavy	# ثَقُلَ - ، ثَقُلَ / ثِقَالَةٌ	to translate	# تَرَجَّمَ ، تَرْجُمَةٌ ؛
heavy; trouble some	# ثَقِيلٌ - ثِقْلٌ / ثِقَالٌ	translation	- ا ت / تَرَاجِمُ
a bore	# ثَقِيلُ الرُّوحِ	to leave; leave behind	# تَرَكَ - ، تَرَكَ

Lebanese writer	شفيق جُا	hard of hearing	ثَقِيلُ السَّمْعِ
to be earnest; be serious	جَدُّ - ، جَدُّ #	three	ثَلَاثَةٌ #
serious; earnest	جَادٌ - وَن	three times	ثَلَاثًا
grandfather; ancestor	جَدُّ - جُدُودٌ / أُجْدَادُ	one third	ثُلُثٌ - أَثْلَاثُ
very	جِدًّا	trilogy	ثُلَاثِيّ
new	جَدِيدٌ - جُدُّدٌ	third	ثَالِثٌ
to renew; rejuvenate; modernize	جَدَّدَ ، تَجَدَّدَ	thirty	ثَلَاثُونَ
to be renewed	تَجَدَّدَ ، تَجَدَّدَ	the thirties	الثَّلاثِينَ
to be worthy	جَدُرٌ - بَ ، جَدَارَةٌ	to exploit; utilize	# اسْتَثْمَرَ ، اسْتِثْمَارٌ ؛ ات
worthy; deserving	جَدِيرٌ - جَدِيرُونَ	Tunisian women writer	ناجِيَّةٌ ثَامِرٌ
to attract; draw	جَذَبَ - ، جَذَبَ #	then; thereupon	ثُمَّ #
magnetism; attraction; charm	جَاذِبِيَّةٌ	price; value	ثَمَنٌ - أَثْمَانٌ
sex appeal	جَاذِبِيَّةُ الْجِنْسِ	during	# أَثْنَاءُ / فِي أَثْنَاءِ
to attract	اجْتَذَبَ ، اجْتَذَابٌ	two	# إِثْنَانٍ
root	جَذَرٌ / جَذْرٌ - جُذُورٌ #	second	ثَانٍ
to try; test; experiment	جَرَّبَ ، تَجَرَّبَ / تَجَرَّبَ	secondary	ثَانَوِيٌّ
experiment	تَجَارِبُ	to revolt	# ثَارَ ، ثُورَانٌ
surgeon	جَرَّاحٌ - وَن #	revolution	ثَوْرَةٌ - ات
mere	مَجْرَدٌ #	insurgent; rebel; revolutionary	ثَوَّارٌ - ثَوَّارٌ
newspaper	جَرِيدَةٌ - جَرَائِدُ	to excite; stimulate, arouse; kindle	أَثَارَ ، إِثَارَةٌ
to pull; drag	جَرَّ (مِنْ) ، جَرَّ #	- ج -	
crime	جَرِيْمَةٌ - جَرَايِمُ #	modern writer	جَمِيلُ جَبْرِ
to happen; occur; take place; run; follow	جَرَى - ، جَرَى #	modern Palestinian writer	جَبْرًا اِبْرَاهِيمُ جَبْرًا
to proceed in accordance	جَرَى - (عَلَى) ، جَرَى	Lebanese modern writer	# جَبْرَانُ خَلِيلُ جَبْرَانُ
slave girl; maiden	جَارِيَةٌ - جَوَارٍ	to form; mould shape	# جَبَلٌ ، جَبَلٌ
to conduct; bring about; carry out; put into; effect; set running	أَجْرَى ، إِجْرَاءٌ ؛ ات	mountain	جَبَلٌ - جَبَالٌ
legal measures	إِجْرَاءَاتٌ قَانُونِيَّةٌ	to be a coward	# جَبِيْنٌ - ، جَبِيْنٌ / جَبَانَةٌ
volume	جُزْءٌ - أَجْزَاءُ #	body; corpse	# جُثَّةٌ - جُثَّةٌ / أَجْثَاتُ
Algeria	الْجَزَائِرُ #	9th century prose writer	# الجاحِظُ
		legendary figure in arabic literature	# جُحَا

The Umayyad Mosque	الجامع الأموي	peninsula	شبه جزيرة
Tunis mosque	جامع تونس	the Arabian peninsula	الجزيرة العربية
Al-Azhar mosque	الجامع الأزهر	to embody; incarnate	جسد ، تجسيد #
Al-Zaytuna mosque (Tunis)	جامع الزيتونة	bridge	جسر - جسور / أجسر #
Al-Qarawiyyin mosque (Fez-Morocco)	جامع القرويين	proper name	قدامة بن جعفر #
university; union	جامعة - ات	to do; make (something)	جعل - ، جعل #
Alexandria Univ. (Egypt)	جامعة الإسكندرية	geography	جغرافية / جغرافيا #
Asyut Univ. (Egypt)	جامعة أسيوط	to become dry	جف - ، جفاف / جفوف #
the American University of Beirut	الجامعة الأمريكية في بيروت	to sit; sit down	جلس - ، جلوس #
Princeton U.	جامعة برنستون	board; council	مجلس - مجالس
al-Hikma U. (Baghdad)	جامعة الحكمة	parliament	مجلس البرلمان
the Sorbonne U.	جامعة السوربون	magazine	مجلة - ات #
Ain Shms U. (Cairo)	جامعة عين شمس	colony of emigrants	جالية - ات #
Cairo U.	جامعة القاهرة	to move away; disapper; be dispelled; vanish	انجلى ، انجلاء #
the Egyptian U.	الجامعة المصرية	to bolt; be unruly	جم - ، جمح / جماح #
the Mosul U. (Iraq)	جامعة الموصل		جموح /
al-Mustansiriyyah (Baghdad)	جامعة المستنصرية	freeze; stagnate	جمد / جمد - ، جمود #
the Jesuit U. (Beirut)	الجامعة اليسوعية	customs	جمرك - جمارك #
the Arab League	جامعة الدول العربية	to gather; collect; unite; add; make plural	جمع - ، جمع #
total	مجموع - مجاميع	plural	جمع - جموع
the solar system	المجموعة الشمسية	Friday	الجمعة
to pile up; accumulate	جمع ، تجميع	society; club; association	جمعية - ات
to agree on; decide unanimously	أجمع على ، إجماع	charitable orgaization	جمعية خيرية
to assemle; rally	تجمع ، تجمع ، ات	the Pen Association	جمعية الرابطة القلمية
to meet with; get together	اجتمع (ب ، مع)	cooperative society	جمعية تعاونية
	اجتماع ، ات	all people	الجميع
sociology	علم الاجتماع	acadamy	مجمع - مجاميع
social	اجتماعي	group	جماعة - ات
social life	الحياة الاجتماعية	in groups and individually	جماعة وأفرادا
		mosque	جامع - جوامع

to do one's utmost	بَذَلَ جُھوداً	Ministry of social	وِزارَةُ الشُّؤونِ
to be clearly audible	جَهْرٌ - جَهْرٌ #	affairs	الاجْتِمَاعِيَّةُ
to be ignorant	جَهْلٌ - جَهْلٌ #	community; society	مُجْتَمَعٌ - ات
	جَهْلَةٌ	to gather; collect	اسْتَجْمَعَ ، اسْتَجْمَعُ
one who does not know; ignorant	جَاهِلٌ - وَن / جَاهِلٌ	to become beautiful	# جَمَلٌ - جَمَالٌ
	جَهْلَةٌ	beautiful; handsome	جَمِيلٌ - وَن
the pre-Islamic period	الْجَاهِلِيَّةُ	camel	جَمَلٌ - جِمَالٌ
answer	جَوَابٌ - أَجْوِبَةٌ #	sentence	جُمْلَةٌ - جُمْلٌ
to reply; answer	أَجَابَ ، إِجَابَةً ، ات	to be polite; be	جَامِلٌ ، مُجَامَلَةٌ ؛ ات
to answer a prayer or a request	اسْتَجَابَ (ل) ،	courteous; flatter	
	اسْتِجَابَةً ، ات	crowd; bulk; body of;	# جُمُهورٌ - جَمَاهِيرٌ
good; well	جَيِّدٌ #	masses	
horse	جَوَادٌ - حِيَادٌ / أَجْيَادٌ	republic	جُمْهُورِيَّةٌ - ات
to be skilled in;	أَجَادَ ، إِجَادَةً	The United Arab	الْجُمْهُورِيَّةُ الْعَرَبِيَّةُ
be proficient		Republic	الْمُتَّحِدَةُ
neighbor	جَارٌ - جِيرَانٌ #	to pick; gather; reap	# جَنَى - ، جَنَى
neighborhood; proximity	جَوَارٌ	side by side	# جَنَّبًا إِلَى جَنْبٍ
in the neighborhood of	بِجَوَارٍ	south	جَنُوبٌ
modern Lebanese journalist	جورج شَهْلَا #	side	جَانِبٌ - جَوَانِبُ
		beside	جَانِبٌ / بِجَانِبٍ
to be permissible; be possible;	جَازٌ - ، جَوَازٌ #	side of; as well as	إِلَى جَانِبٍ
be allowed	مَجَازٌ	foreigner	أُجْنَبِيٌّ - أُجَانِبٌ
passport	جَوَازُ السَّفَرِ - جَوَازَاتُ السَّفَرِ	race	# جِنْسٌ - أُجْنَسٌ
go beyond; overstep	تَجَاوَزَ ، تَجَاوُزٌ	the human race	الْجِنْسُ الْبَشَرِيُّ
to be hungry; starve	جَاعٌ - ، جَوْعٌ #	the fair sex	الْجِنْسُ اللَّطِيفُ
hungry	جَاعٌ - جِيعٌ	garden; paradise	# جَنَّةٌ - ات / جِنَانٌ
field; range; scope; extent	مَجَالٌ - ات	gardener	جَنَاحِيٌّ - وَن
atmosphere	جَوٌّ - أَجْوَاءُ #	crazy	مَجْنُونٌ - مَجَانِنٌ
by air	جَوًّا	strain; effort; endeavor; trouble	# جُهْدٌ - جُھودٌ

to a considerable degree	إِلَى حَدٍّ بَعِيدٍ	in a rainy weather	فِي جَوٍّ مُمَطَّرٍ
to a certain degree	إِلَى حَدٍّ مَا	air mail	بَرِيدٌ جَوِّيٌّ
to the farthest limit	إِلَى أْبَعَدِ حَدٍّ	to come; arrive	# جَاءَ - ، مَجِيءٌ
iron	حَدِيدٌ	to bring	جَاءَ بِـ
limited	مَحْدُودٌ - وَنَ	pocket	# جَيْبٌ - جُيُوبٌ
to define	حَدَدَ ، تَحَدَّدَ	prize	# جَائِزَةٌ - جَوَائِزُ
to be defined; be determined; be fixed	تَحَدَّدَ ، تَحَدَّدَ	army; armed forces	# جَيْشٌ - جُيُوشٌ
to happen	# حَدَثَ - ، حَدَثَ ، أَحْدَاثٌ	generation	# جِيلٌ - أَجْيَالٌ
			- ح -
event; happening	حَادِثَةٌ - حَوَائِثُ	to love	# حَبَّ - ، حُبٌّ
hadith; story	حَدِيثٌ - أَحَادِيثُ	beloved; sweetheart	حَبِيبٌ - أُحْيَاءُ / أُحِبَّةٌ
new; modern	حَدِيثٌ حَدَاثٌ		أُحْبَابٌ
tradition; a saying of the Prophet	حَدِيثٌ نَبَوِيٌّ	sweetheart (f.)	حَبِيبَةٌ - حَبَائِبُ
to converse	حَادَثَ ، مُحَادَثَةٌ	to love; like	أُحِبُّ
to cause create; procedure	أَحْدَثَ ، إِحْدَاثٌ	(a) piece of gum	حَبَّةُ الْعِلَكَةِ - حَبَاتٌ
the moderns	الْمُحْدِثُونَ	Abyssinia; Ethiopia	# الْحَبَشَةُ
to converse	تَحَدَّثَ ، تَحَدَّثَ	until; up to even; so that	# حَتَّى
garden; park	حَدِيقَةٌ - حَدَائِقُ	# pre-Islamic figure known for	# حَاتِمُ الطَّاعِي
delete	حَذَفَ - ، حَذْفٌ	# his hospitality	
pair of shoes	حِذَاءٌ - أَحْذِيَّةٌ	# Philip Hitti (historian)	# فِيلِبُّ حِتِّي
war	حَرْبٌ - حُرُوبٌ	# to make the pilgrimage	# حَجٌّ - ، حَجٌّ / حِجَّةٌ
distress; anguish	حَرْجٌ	# pilgrim	حَاجٌّ - حُجَّاجٌ
to cause embarrassment	أَحْرَجَ ، إِحْرَاجٌ	room	# حُجْرَةٌ - حُجَرَاتٌ / حُجْرٌ
to be hot; be passionate; be fervent	حَرٌّ - ، حَرٌّ / حَرَارَةٌ	to become petrified	تَحَجَّرَ ، تَحَجَّرَ
hot	حَارٌّ	to make a reservation	# حَجَزَ - ، حَجَزَ
freedom; liberty	حُرِّيَّةٌ - ات	dividing wall; partition	حَاجِزٌ - حَوَائِزُ
to edit; publish	حَرَّرَ ، تَحْرِيرٌ	to limit; restrict	# حَدَّ - مِنْ ، حَدَّ
to obtain; achieve	# أَحْرَزَ ، إِحْرَازٌ	limit; border; boundary	حُدُودٌ
to be intent on getting or maintaining something	# حَرَصَ - عَلَى ، حِرْصٌ	edge; end	حَدٌّ - حُدُودٌ

Egyptian novelist and critic	طه حسين	prudent; careful	حريص - ون / حرصاً
to confine; limit; restrict	حصراً ، حصراً	character; letter; particle	حرف - حروف
to acquire; obtain; get	حصل - على ، حصول	preposition	حرف جر
to be inaccessible; be immune	حصناً ، حصانة ؛ ات	to burn	حرق - ، حرق
statistics	إحصائية - ات	to burn or to be burn	احترق ، احتراق
to come in; attend; come	حضر - (إلى) ، حضور	activity; movement	حركة - ات
town dwellers	حضر	to deprive	حرّم - ، حرمان
a respectful term of address	حضرة - ات	inviolability; respect	حرمة - ات
civilization; culture; sedentariness	حضارة - ات	to forbid	حرّم (على) ، تحرّم
cultural	حضاري	to respect; honor	احترم ، احترام
current; present; ready	حاضر - ون	political party; party	حزب - أحزاب
capital city	حاضرة - حواضر	to be sad	حزين - ، حزن ؛ أحزان
to prepare	حضر ، تحضير ؛ ات	sad	حزين - حزاني
lecture	محاضرة - ات	to sadden	أحزن
to fetch; get; bring	أحضر ، إحضر	to regard; consider	حسب - ، حسبان
luck	حظ - حظوظ	only	فحسب
fortunately	لحسن الحظ	arithmetic	حساب
to forbid	حظر - ، حظر	expense; judgement	حساب
grandson	حفيد - أحفاد	at s.o.'s expense	على حساب
	حفدة	to call to account	حاسب ، محاسبة
to drill; dig; holes	حفر - ، حفر	grief; sorrow	حسرة - ات
to preserve; maintain; uphold	حافظ (على) ،	too bad; I grieve for	يا حسرتي على
	محافظة	to feel; sense	أحسب ، إحساس ؛ ات
conservative	مافظ - ون	to become handsome; be good	حسن - ، حسن
to be reserved; be cautious	تحفظ ، تحفظ	be beautiful; be fine	حسن - حسان
to preserve; maintain; retain	احتفظ ب ، احتفاظ	handsome; beautiful; nice	فتاة حسناء
party; ceremony	حفلة - ات	a beautiful girl	حسن ، تحسين ؛ ات
charitable party	حفلة خيرية	to improve	الحسين بن علي
		the grandson of the prophet	

to replace	حَلَّ - ، حَلَّ ؛ حُلُولٌ	to celebrate	احتفل (ب) ، احتفال ؛ ات
to become lawful	حَلَّ - ، حِلٌّ	religious ceremony	حفلة دينية
place; seat; room	محل - ات	reception	حفلة استقبال
to replace	حل محل	tea party	حفلة شاي
local	محلي - ون	wedding	حفلة عرس
to analyze	حلل ، تحليل ؛ ات	concert	حفلة موسيقية
to occupy	احتل ، احتلال	handful	# حفنة - ات
to occupy the first place	احتل المكان الاول	true; correct; right; fair	# حق - حقوق
military occupation	احتلال عسكري	one's right to	حق في
to milk	حلب - ، حلب	to be in the right	على حق
former president of American	نجيب حلي	truly; really	حقاً
civil aviation dream	حلم - أحلام	actually	حقيقة / في الحقيقة
sweet pastries; candies; sweets	حلويات	to achieve	حقق ، تحقيق
candy; confection	حلوى - حلاوى	to be entitled to;	استحق ، استحقاق
to praise	حمد - ، حمد	to have a claim to	احتقر ، احتقار
founder of the Hanbalite	أحمد بن حنبل	to look down on	# حقل - حقول
Muslim sect		field	حقول البترول /
red	أحمر - حمر	oil fields	الزيت / النفط
donkey	جمار - حمير		حقل التخصص
to bear; carry; bring along	حمل - ، حمل	field of specialization	# حكم - على / (ب)
campaign	حملة - ات	to judge;	حكم
to bear; suffer	تحمل ، تحمل	pass sentence on	حكم - أحكام
bearing or enduring	تحمل المصائب	government; regime; verdict;	judgement
hardships			حكومة - ات
to protect	حمى - ، حماية حمي	government	محكمة - محاكم
to defend; protect	حامى ، محاماة	court; tribunal	حكمة - حكم
lawyer	محام - ون	wisdom; maxim	توفيق الحكيم
to long; yearn	حن - ، حنين	a leading modern dramatist	حكى - ، حكاية ؛ ات
eve	حواء	to tell; relate; talk	#

life	حَيَاةٌ - حَيَاتٌ	# to contain	اَحْتَوَى عَلَى ، اَحْتِوَاءٌ
living; alive	حَيٌّ - اَحْيَاءٌ	need; necessity, requirement	# حَاجَةٌ - اَت
vital	حَيَوِيٌّ - وَن	in need of	فِي حَاجَةٍ اِلَى / بِحَاجَةٍ
to greet; salute	حَيًّا ، تَحِيَّةٌ ؛ اَت		اِلَى
	- خ -	to need; require	اَحْتَاجَ (اِلَى) ، اَحْتِيَاجٌ ؛ اَت
to experience	خَبْرٌ ، خَبْرَةٌ ، خَبَرَةٌ	# to talk; converse	# حَاوَرَ ، مُحَاوَرَةٌ ؛ اَت
	خَبَرَاتٌ	to be biased; to take sides	# اَنْحَازَ (اِلَى) ، اَنْحِيَازٌ
news item; news	خَبْرٌ - اَخْبَارٌ	the wailing wall	# حَارِطُ الْمَبْكَى
expert	خَبِيرٌ - خُبْرَاءٌ	to surround (with)	اُحَاطَ (بِ) ، اِحَاطَةٌ
to inform; tell	اَخْبَرَ ، اِخْبَارٌ	ocean	مُحِيطٌ - اَت
bread	خُبْزٌ	# the Indian Ocean	اَلْمُحِيطُ الْهِنْدِيُّ
stamp; seal	خَتَمٌ - اُخْتَامٌ	# the Atlantic Ocean	اَلْمُحِيطُ الْاَطْلَسِيُّ
ring	خَاتِمٌ - خَوَاتِمٌ	state; condition; present circumstance	# حَالٌ - اُحْوَالٌ
end; conclusion	خَاتِمَةٌ - خَوَاتِمٌ	immediately; at once	فِي الْحَالِ
to serve	خَدَمَ - ، خِدْمَةٌ ؛ اَت	# at any rate	عَلَى اَيِّ حَالٍ
to use; employ; to serve	اَسْتَخْدَمَ ، اِسْتِخْدَامٌ	condition; instance	حَالَةً - اَت
to be in ruins	تَخَرَّبَ ، تَخَرُّبٌ	# social condition	حَالَةٌ اِجْتِمَاعِيَّةٌ
outside; abroad; apart	# خَارِجٌ	political condition	حَالَةٌ سِيَاسِيَّةٌ
abroad	فِي الْخَارِجِ	present; current; actual	حَالِيٌّ - وَن
foreign affairs; exterior	خَارِجِيَّةٌ	at the present time	فِي الْوَقْتِ الْحَالِيِّ
to graduate	خَرَجَ ، تَخْرِيْجٌ	around	حَوْلَ
graduate	خَرِيْجٌ - وَن	around; about	حَوَالَى
to get out; take out	اَسْتَخْرَجَ ، اِسْتِخْرَاجٌ	to transform	حَوَّلَ ، تَحْوِيلٌ ؛ اَت
to invent	اَخْتَرَعَ ، اِخْتِرَاعٌ ؛ اَت	to try; attempt	حَاوَلَ ، مُحَاوَلَةٌ ؛ اَت
fall; autumn	اَلْخَرِيفُ	# where; in which place	# حَيْثُ
to store	خَزَنَ ، خَزْنٌ	in such	بَحَيْثُ
treasury	خَزِيْنَةٌ - خَزَائِنُ	time	# حَيْنٌ - اُحْيَانٌ
store	مَخْزَنٌ - مَخَازِنُ	sometimes	فِي بَعْضِ الْاَحْيَانِ
to lose; forfeit	خَسِرَ - ، خَسَارَةٌ /	# when	حَيْنَ
	خُسْرَانٌ	while; when	حَيْنَمَا

to talk with each other converse	و تَخَاطَبَ ، تَخَاطَبَ	# خَشَبٌ - أَخْشَابٌ
to ask for a girl's hand	خَطْبٌ ، خُطْبَةٌ	# خَمْسٌ - ب
engagement ring	خَاتَمُ الْخُطْبَةِ	خَصِيصًا
engagement	خُطُوبَةٌ	خَصِيصَةٌ - خَصَائِصٌ
suitor	خَاطِبٌ - خُطْبَاءُ	خُصُوصًا
to be important; be grave; be dangerous	خَطَرٌ ، خُطُورَةٌ ؛ ا ت	على وَجْهِ الْخُصُوصِ
danger	خَطَرٌ - أَخْطَارٌ	خُصُوصِيٌّ
weighty; grave; important	خَطِيرٌ - وَن / خُطْرٌ	خَاصٌّ
serious question	سُؤَالٌ خَطِيرٌ	خَاصٌّ بـ
serious illness	مَرَضٌ خَطِيرٌ	خَاصَّةً
to kidnap; abduct	اِخْتَطَفَ ، اِخْتِطَافٌ	على الْأَخْصِ
to be lowered; low	اِنْخَفَضَ ، اِنْخِفَاضٌ ؛ ا ت	خَاصَّةً - خَوَاصٌّ
to become light	خَفِيَ ، خِفَافٌ	خَاصِيَّةً - ا ت
light	خَفِيفٌ - خِفَافٌ / اِخْفَافٌ	خَصَصَ ، تَخْصِيصٌ ؛ ا ت
to take lightly; despise	اِسْتَخَفَّ ، اِسْتِخْفَافٌ	اِخْتَصَبَ ، اِخْتِصَاصٌ ؛ ا ت
Arabian gulf	اَلْخَلِيجُ الْعَرَبِيُّ	# عَبَّاس خَضِر
Medieval Arab leader	خَالِدُ ابْنِ الْوَلِيدِ	# أَخْضَرُ - خُضْرٌ
to steal	اِخْتَلَسَ ، اِخْتِلَاسٌ ؛ ا ت	# خَضَعَ - (ل ر) ، خُضُوعٌ
to be pure; unmixed	خَلَصَ ، خُلُوصٌ	# خَطَّ - خُطُوطٌ
in short; briefly	اَلْخُلَاصَةُ	American شَرِكَةُ الْخُطُوطِ الْجَوِّيَّةِ
pure	خَالِصٌ - وَن	Airlines الْأَمْرِيكِيَّةِ
to save; rescue	خَلَّصَ ، تَخْلِيصٌ	خِطَّةٌ - خِرَاطَةٌ
to be sincere	أَخْلَصَ ، إِخْلَاصٌ	مَخْطُوطَةٌ - ا ت
to mix; confuse	خَلَطَ ، خَلْطٌ	خَطَّطَ - تَخْطِيطٌ ؛ ا ت
to conceal	أَخْفَى ، إِخْفَاءٌ	وِزَارَةُ التَّخْطِيطِ
to be the successor of s.o.	خَلَفَ	# خَطَأٌ - أَخْطَاءٌ
back; rear	خَلْفٌ	# خَطَبَ ، خُطْبَةٌ ؛ خُطْبٌ
caliph	خَلِيفَةٌ - خُلَفَاءُ	خِطَابٌ - ا ت
caliphate	خِلَافَةٌ	خِطَابِيٌّ
to appoint s.o. as successor	خَلَفَ ، تَخْلِيْفٌ	خُطِيبٌ - خُطْبَاءُ
to favour		orator
especially		orator
special characteristic		orator
especially		orator
especially		orator
private; personal		orator
special; particular; private		orator
peculiar to; pertaining		orator
especially		orator
especially		orator
characteristic		orator
characteristics		orator
to designate; allocate		orator
to specialize		orator
Arab writer		orator
green		orator
to submit(to); surrender(to)		orator
script; line		orator
American Airlines		orator
map; plan		orator
manuscript		orator
to plan; map out		orator
ministry of planning		orator
error		orator
to deliver a speech		orator
speech		orator
oratorical		orator
orator		orator

to be disappointed	خَبَابٌ - خَبِيبَةٌ	# leftover; heritage	مُخَلَّفٌ - ات
goodness; well-being; charity; good; better	خَيْرٌ	# to be opposed to; violate	خَالَفَ ، مُخَالَفَةٌ ؛ ات
it is better for you	خَيْرٌ لَكَ	different	مُخَالَفٌ (ل)
to choose	اخْتَارَ ، اخْتِيَارٌ	to stay behind; be under-developed	تَخَلَّفَ عَنْ ، تَخَلُّفٌ
to imagine; fancy	خَيَّلَ لَهُ	# to come frequently to	اِخْتَلَفَ إِلَى ، اِخْتِلَافٌ ؛ ات
imagination	خَيَالٌ - أُخْيَلَةٌ	to be different; varied	اِخْتَلَفَ (عَنْ) ،
to imagine	تَخَيَّلَ ، تَخْيِيلٌ ؛ ات		اِخْتِلَافٌ ؛ ات
horses	خَيْلٌ	from various region of the	مِنْ مُخْتَلَفِ مَنَاطِقِ
tent	خَيْمَةٌ - خِيَامٌ	# world	العَالَمِ
camp	مَخِيْمٌ - ات	controversial	مُخْتَلَفٌ عَلَيْهِ
	- د -	to create	# خَلَقَ ، خَلْقٌ
dabka (Arab dance)	دَبْكَةٌ	# character; morals	خُلُقٌ - أَخْلَاقٌ
Dubayy (Trucial state)	دُبَيٌّ	# moral	أَخْلَاقِيٌّ
to become wiped out; obliterated	أَنْدَثَرَ ، اِنْدِثَارٌ	# creature	مَخْلُوقٌ - ات/مَخَالِيقٌ
Tigris River	نَهْرُ دِجْلَةٍ	# during	خِلَالٌ
to enter	دَخَلَ ، دُخُولٌ	# leading Iraqi writer and journalist	جَعْفَرُ الْخَلِيلِي
to call on s.o.	دَخَلَ (عَلَى)	to lack; be vacant of;	# خَلَا مِنْ ، خُلُوٌّ
income	دَخْلٌ	empty	خَالٍ - وَن
annual income	الدَّخْلُ السَّنَوِيُّ	raw	# خَامٌ - ات
income tax	ضَرِبَةُ الدَّخْلِ	wine	# خَمْرٌ - خُمُورٌ
domestic	دَاخِلِيٌّ	leaven; yeast	خَمِيرَةٌ - خَمَائِرٌ
to enter; introduce	أَدْخَلَ عَلَى ، إِدْخَالٌ	five	# خَمْسَةٌ
to smoke	دَخَّنَ ، تَدَخَّنَ	# fifteen	خَمْسَةَ عَشَرَ
smoking is forbidden	مَنْعُ التَّدَخُّنِ	fifty	خَمْسُونَ
military training	تَدْرِيبٌ عَسْكَرِيٌّ	# Thursday	الْخَمِيسُ
coach; trainer	مُدَرِّبٌ - وَن	pre-Islamic poetess	# الْخَنَسَاءُ
grade; rank; degree	دَرَجَةٌ - ات	# Syrian female novelist	كُولِيْتُ سُهَيْلِ الْخَوْرِي
stairway	مَدْرَجٌ - ات	to fear; be afraid (of)	# خَافَ ، خَوْفٌ
to study	دَرَسَ ، دَرْسٌ	# lest; for fear of	مَخَافَةً أَنْ
lesson	دَرْسٌ - دُرُوسٌ	maternal uncle (mother's	# خَالَ - أَخْوَالٌ
study	دِرَاسَةٌ - ات	brother)	

Damascus	دِمَشْقُ	# school	مَدْرَسَةٌ - مَدَارِسُ
tears	دُمُوعٌ - دَمْعٌ	# one who has studied	دَارِسٌ - وَن
brain	دِمَاعٌ - أَدْمَغَةٌ	# to teach	دَرَسَ ، تَدْرِيسٌ
democracy	دِيمُقْرَاطِيَّةٌ - ات	# instructor; teacher	مُدَرِّسٌ - وَن
Dante	دَانْتِي	# to realize; achieve; attain; reach catch up with, overtake	أَدْرَكَ ، إِدْرَاكَ
dinar (monetary unit)	دِينَارٌ - دَنَانِيرُ	# the Druzes	الدُّرُوزُ
to approach; come close	دَنَا ، دُنُوٌّ دَنَاوَةٌ	# Palestinian poet	مَحْمُودُ دَرْوِيشٍ
world; worldly possessions	دُنْيَا	to know	نَرَى ، دِرَايَةٌ
the Danube (river)	الدَّانُوبُ	# constitution	دُسْتُورٌ - دَسَاتِيرُ
to be astonished; be amazed	دَهَشَ ، دَهْشٌ	# joke	دُعَابَةٌ - ات
to surprise; amaze	أَدْهَشَ ، إِدْهَاشٌ	to call; invite	دَعَا ، دَعَاةٌ ، دَعْوَةٌ ، ات
calamity	دَاهِيَةٌ - دَوَاهٍ	# to call s.o. by (the name of)	دَعَا ، دَعْوَةٌ
disease; malady	دَاءٌ - أَدْوَاءُ	# to call for; advocate	دَعَا - إِلَى ، دَعْوَةٌ
house	دَارٌ - دُورٌ	# publicity; propaganda	رِعَايَةٌ - ات
role; part; stage; turn	دَوْرٌ - أَدْوَارٌ	there is no need for	لَا دَاعِيَ لَ
in their turn	بِدَوْرِهِمْ	to be warm	دَفِئٌ - دِفْءٌ
office; department; scope	دَاوِرَةٌ - دَوَائِرُ	to drive; push; urge	دَفَعَ - إِلَى ، دَفْعٌ
department of languages	دَاوِرَةُ لُغَاتٍ	to defend	دَافَعَ عَنِ ، دِفَاعٌ ، مَدَافَعَةٌ
encyclopedia	دَاوِرَةُ الْمَعَارِفِ	line of defense	خَطُّ الدِّفَاعِ
government circles or offices	الدَّوَائِرُ الْحُكُومِيَّةُ	to bury	دَفَنَ - دَفْنٌ
to manage; direct; administer	أَدَارَ ، إِدَارَةٌ	to be thin; become precise	دَقَّ - دِقَّةٌ
administrative	إِدَارِيٌّ	precise; accurate	دَقِيقٌ - دِقَاقٌ
director; manager	مُدِيرٌ - وَن / مُدْرَأٌ	minute of time	دَقِيقَةٌ - دَقَائِقُ
sociologist	دُورْكَهَيْمٌ	# doctorate (Ph.D.)	دُكْتُورَاةٌ
nation; state	دَوْلَةٌ - دُولٌ	# store; shop	دُكَّانٌ - دُكَاكِينُ
developing countries	الدُّوَلُ النَّامِيَّةُ	to indicate; point out	دَلَّ عَلَى ، دَلَالَةٌ ، ات
to confer; discuss; talk	دَاوَلَ ، مَدَاوَلَةٌ ، ات	tourist guide; directory	دَلِيلٌ - أَدِلَّةٌ دَلَالٌ
always	دَائِمًا	# coddling	دَلَالٌ
without	بِدُونِ	# blood	دَمٌ - دِمَاءٌ
heart surgeon	مَائِكِلُ دِيبِيكِي	# to incorporate; annex; blend	أَدْمَجَ ، إِدْمَاجٌ

to taste	ذاقَ ، ذَوَاقٌ / مَذَاقٌ	# Detroit	ديترويت
to spread; become widespread; be disseminated	ذاعَ ، ذِوَعٌ	# Ferdinand de Lesseps	فِرْدِيْنَانْد دِي لِسْبِسْ
to broadcast	أذاعَ ، إِذَاعَةٌ	court; collection of poems	ديوانٌ - دَوَاوِينُ
	- ر -		
to be at the head, be the chairman	رأسَ ، رِئَاسَةٌ	# medicine	دَوَاءٌ - أُدْوِيَّةٌ
head	رَأْسٌ - رُؤُوسٌ	to profess; owe allegiance to religion	دَانَ بَ - دِينٌ - أُدْيَانٌ
head; chief; president; chief of state	رَئِيسٌ - رُؤَسَاءُ		ذ - ذِئْبٌ - ذِئَابٌ
principal; main; chief	رَئِيسِيٌّ - وَن	wolf	# ذِئْبٌ - ذِئَابٌ
capitalism	رَأْسَمَالِيَّةٌ	arm	# ذِرَاعٌ - أَذْرُعٌ / ذُرْعَانٌ
a subordinate	مَرْؤُوسٌ - وَن	this; this one	ذَاكَ
to be chairman	تَرَأَسَ ، تَرَأْسٌ	to mention; state	ذَكَرَ ، ذِكْرٌ
to see; hold the view	رَأَى (يَرَى) ، رَأْيٌ	to remember	تَذَكَّرَ ، تَذَكُّرٌ
that	آرَاءُ	ticket	تَذْكِرَةٌ - تَذَاكَرٌ
vision; revelation (N.T.)	رُؤْيَا - رُؤْيٌ	note; memory	مُذَكَّرَةٌ - ا ت
wonder	تَرَى	to remember	إِذْكَرَ
Lord; Master	رَبٌّ - أَرْبَابٌ	intelligence	# ذِكَاةٌ
to win	رَبِحَ ، رِبْحٌ	that	ذَلِكَ
to bind, tie up; combine; unite	رَبَطَ ، رِبْطٌ	so; therefore	عَلَى ذَلِكَ
tie; bond; link	رَابِطَةٌ - رَوَابِطٌ	so; thus; like that; like wise	كَذَلِكَ
to connect	تَرَابَطَ ، تَرَابُطٌ	therefore	لِذَلِكَ
to bind, commit	ارْتَبَطَ ، ارْتِبَاطٌ	in spite of that	مَعَ ذَلِكَ
	ا ت	humiliation	# مَذَلَّةٌ
Rabat	الرَّبَّاطُ	sin; misdeed; rime	ذَنْبٌ - ذُنُوبٌ
(one)fourth; quarter	رَبْعٌ - أَرْبَاعٌ	to go	# ذَهَبَ ، ذَهَابٌ
spring	رَبِيعٌ	sect; school of thought	مَذْهَبٌ - مَذَاهِبٌ
four	أَرْبَعَةٌ	mind; intellect,	# ذِهْنٌ - أَذْهَانٌ
fourteen	أَرْبَعَةَ عَشَرَ	mentality	ذِهْنِيَّةٌ
forty	أَرْبَعُونَ	(with foll. genitive) possessor	# ذُو - ذَوُو
fourth	رَابِعٌ	relatives	ذُو - ذَوُو
		personality	ذَاتٌ - ذَوَاتٌ

prophet; messenger	رَسُولٌ - رُسُلٌ	to confuse; worry about	ارْتَبَكَ ، ارْتَبَاكَ #
to send	أَرْسَلَ ، إِرْسَالٌ	usury	رِبَا #
to send for; send after	أَرْسَلَ يَطْلُبُ	to educate	رَبَّى ، تَرْبِيَةٌ #
correspondent; reporter	مُرَاسِلٌ - وَن	ministry of education	وِزَارَةُ التَّربِيَةِ
to correspond , write each other	تُرَاسَلُ ، تَرَاوَلُ	salary	رَاتِبٌ - رَوَاتِبُ #
to draw; sketch; engrave	رَسَمَ - رَسْمٌ	way of doing things; procedure followed by habit	رُوتَيْنِ - ات #
formal ; official	رَسْمِيٌّ - وَن	to eulogize	رَثَى - رِثَاءٌ #
candidate; nominee	مُرَشَّحٌ - وَن	to return; go back; come back	رَجَعَ - رُجُوعٌ #
to advise; guide; direct; counsel	أَرَشَدَ ، إِرْشَادٌ ؛ ات	to go back to; is due to	يَرْجِعُ إِلَى
Ministry of National Guidance	وِزَارَةُ الْإِرْشَادِ الْقَوْمِيِّ	(with a) shudder	فِي رَجْفَةٍ #
Harun al-Rashid	هَارُونُ الرَّشِيدِ	to shudder	ارْتَجَفَ ، ارْتَجَافٌ
capital; balance	رَصِيدٌ - أَرْضِدَةٌ	man	رَجُلٌ ، رِجَالٌ #
to breast-feed	أَرْضَعَ ، إِرْضَاعٌ	to ask	رَجَأُ ، رَجَاءٌ #
to be contented; pleased with	رَضِيَ عَنْ ، رِضًى /	hello	مَرْحَبًا #
pleased with	رِضْوَانٌ / مَرْضَاةٌ	to welcome	رَحَّبَ ، تَرْحِيبٌ ؛ ات
to please	أَرْضَى ، إِرْضَاءٌ	to set out; move away; move about	رَحَلَ - رَحِيلٌ #
refreshments; soft drinks	مَرْطَبَاتٌ	trip; travel	رَحْلَةٌ - ات
to desire; wish	رَغِبَ - ، رَغْبَةٌ - ات	stage; level	مَرَحَلَةٌ - مَرَاوِلٌ
in spite of	بِالرَّغْمِ مِنْ	to have mercy (on); spare s.o.	رَحِمَ - ، رَحْمَةٌ #
to refuse; reject	رَفَضَ ، رَفْضٌ	merciful; copassionate	رَحِيمٌ - رُحَمَاءٌ
to raise	رَفَعَ - ، رَفْعٌ	cheap	رَخِيصٌ - وَن #
to rise	ارْتَفَعَ ، ارْتِفَاعٌ ؛ ات	to return; give s. th. back answer; answer back	رَدَّ - ، رَدٌّ #
Philip Rafla (author)	فِيلِيبُ رَفْلَةَ	(act of) giving back	رَدٌّ - رُدُودٌ
to watch; observe	رَاقَبَ ، مُرَاقَبَةٌ	to repeat	رَدَّدَ ، تَرْدِيدٌ
to expect	تَرَقَّبَ ، تَرْقُبٌ	to hesitate	تَرَدَّدَ ، تَرَدُّدٌ
to dance	رَقَصَ - ، رَقْصٌ	drizzle	رَذَاذٌ #
dancing party	حَفْلَةٌ رَاقِصَةٌ	politician	مُنِيفُ الرِّزَّازِ #
dance music	مُوسِيقَى رَاقِصَةٍ	livelihood	رِزْقٌ - أَرْزَاقٌ #
		bundle	رِزْمَةٌ - رُزْمٌ #
to advance; progress	رَقِيَ - ، رُقْيٌ	letter; dissertation; thesis; treatise	رِسَالَةٌ - رِسَالٌ #

sports	الْأَلْعَابُ الرِّيَاضِيَّةُ	to rise; advance; be promoted	تَرَقَّى ، تَرَقَّى
splendid	رَافِعٌ - وَن	to advance; progress	ارْتَقَى ، ارْتَقَى
The Byzantines	الْأَرْوَمُ	to ride	رَكَبَ - ، رَكَبَ
The Romans	الْأَرْوَمَانُ	vessel; boat; ship	مَرَكَبٌ - مَرَكَبٌ
to be irregated	رَوِي - ، رَوِي	to construct	رَكَّبَ ، تَرَكَّبَ ؛
to tell; relate	رَوَى - ، رَوَايَةٌ ؛ ا ت		تَرَاكِبٌ
modern Lebanese author	أَمِين الرِّيحَانِي	to be still; stagnant	رَكَدَ - ، رَكَوْدٌ
rural area	رَيْفٌ - أَرْيَافٌ	center; headquarters	مَرَكَزٌ - مَرَاكِزُ
	- ز -	decentralization	لَا مَرَكَزِيَّةٌ
customer	زُبُونٌ - زَبَائِنٌ	basis; corner	رُكْنٌ - أَرْكَانٌ
Harun al-Rashid's wife	زَبِيدَةُ	to aim; drive	رَمَى - ، رَمَى رِمَايَةً
ski; sleds	زَحَافَةٌ - ا ت	ash-gray	رَمَادِيٌّ
to be crowded	أَزْدَحَمَ ، أَزْدِحَامٌ	to make a sign;	رَمَزَ - ، رَمَزَ ، رَمُوزٌ
decoration; embellishment	زُخْرُفٌ - زَخَارِفُ	symbolize	
agriculture	زِرَاعَةٌ	sand	رَمْلٌ - رِمَالٌ
blue	أَزْرَقٌ - زُرْقٌ	romanticism	الرُّومَانِيَّةُ
crook; scoundrel	أَزْعَرٌ - زُعْرَانٌ	nun	رَاهِبَةٌ - ا ت
leader	زُعِيمٌ - زُعَمَاءُ	to bet (with each other); bet (on)	تَرَاهَنَ ، تَرَاهَنَ
under the leadership of	بِزَعَامَةٍ	William Rogers	وَلِيم رُوجَرُزْ
Egyptian national leader	سَعْدُ زَغْلُولُ	to go away; begin; set out to do	رَاحَ - ، رَوَّاحٌ
alms-giving; alms tax	زَكَاةٌ	spirit	رُوحٌ - أَرْوَاحٌ
Medieval grammarian	الزَّمْخَشَرِي	rest; comfort	رَاحَةٌ
time (for some); yore	زَمَنٌ - أَرْمَانٌ	to rest; relax	اسْتَرَاخَ ، اسْتِرَاحَةٌ
negroes	زَنْجٌ - زُنُوجٌ	please sit down	تَفَضَّلْ اسْتَرْحِ
to progress; prosper	أَزْدَهَرَ ، أَزْدِهَارٌ	(a) break	اسْتِرَاحَةٌ
Pre-Islamic poet	زُهَيْرُ بْنُ أَبِي سَلَمَى	pioneer	رَافِدٌ - رَوَّادٌ
husband	زَوْجٌ - أَرْوَاجٌ	to want; desire	أَرَادَ ، إِرَادَةٌ ؛ ا ت
wife	زَوْجَةٌ - ا ت	Russia	رُوسِيَا
marriage	زَوَاجٌ (مِنْ)	sports	رِيَاضَةٌ
to give in marriage	زَوَّجَ ، تَزْوِيجٌ	sports club	نَادِي رِيَاضِيٌّ

by way of	على سبيل	to get married	تَزَوَّجَ (مِنْ) ، تَزَوَّجَ
in the cause of	في سبيل	to pair	ازْدَوَّجَ ، اَزْدَوَّجَ
six	ستة #	to visit	# زَارَ ، زيارَة
sixteen	ستة عشر	visitor	زائر - زوار
sixty	ستون	Iraqi newspaper (1889)	الزوراء
sixth	سادس #	did not cease to be; is still; yet	# مازال
to become veiled; be hidder	استتر ، استتار #	oil	# زيت - زيتون
to prostrate	سجد - سجود #	to give s.o. more of s.th.	# زاد - زيادة ؛ ات
mosque	مسجد - مساجد	to be more than; exceed	زاد - عن
Tunis mosque	مسجد تونس	to add; intensify	زاد - فى
al-Azhar Mosque (in Cairo)	مسجد الأزهر	to increase; grow	ازداد ، ازدياد
al-Aqsa Mosque (in Jerusalem)	المسجد الأقصى	a leading writer in the Arab feminist movement	ممي زيادة
to speak or write in rhymed prose	سجع - سجع #	Historical novelist	جرجي زيدان
to record	سجل ، تسجيل ؛ ات #	style of dress	# زي - أزياء
to jail; emprison	سجن - سجن #		- س -
jail; prison	سجن - سجون	to ask (about); ask	# سأل - (عن) ، سؤال
to pull out; withdraw	انسحب ، انسحاب #	problem; matter	مسألة - مسائل
to charm	سحر - سحر #	questioner; beggar	سائل - ون / سؤال
coast	ساحل - سواحل #	responsible; responsible (source)	مسؤول - ون
scorn; mockery	سخرية #	responsibility	مسؤولية - ات
to be stupid; foolish	سَخَفَ - ، سَخَفَ / سَخَافَةً ؛ ات #	to wonder; ask one another	تساءل ، تساؤل
dam	سد - سدود #	to beg	# تسول ، تتسول
the Euphrates Dam	سد الفرات	beggar	متسول - ون
the High Dam	السد العالي	because of	# بسبب
to please	سرر - سرور #	swimming	# سباحة
secret	سر - أسرار	modern Egyptian novelist	# يوسف السباعي
theatre	مسرح - مسارح #	week	أسبوع - أسابيع
play	مسرحية - ات	to precede	# سبق - ، سبق
to enumerate	سرد - ، سرد #	to compete	تسابق ، تسابق
		way; road; path; mean	# سبل - سبل

judicial power	سلطة قضائية	to hurry; hasten; speed	أَسْرَعَ - إِسْرَاعٌ #
to be master	تسلط ، تسلط	Mohammed's midnight	الإسراء والمِعْرَاجُ #
sultanate	سلطنة - ات	journey to the seven heavens	سَعْدٌ ، سَعَادَةٌ #
ancestor; predecessor	سلف - أسلاف	to be happy; fortunate	سَعَادَتُكُمْ
to boil; cook in boiling water	سَلَقَ ، سَلَقٌ	your grace (title)	سَعِيدٌ - سَعْدَاءُ #
to be safe; sound	سَلِمَ - ، سَلَامَةٌ / سَلَامٌ	happy	مُحَمَّدٌ سَعِيدٌ باشا
safety; greeting; peace	سَلَامٌ	former ruler of Egypt	سَعِيٌّ - ، سَعْيٌ #
security; correctness	سَلَامَةٌ	to endeavor	سَاعٍ - وَن / سَعَاةٌ
go with peace; goodbye	مَعَ السَّلَامَةِ	postman; messenger	سَفِيرٌ - سَفَرَاءُ #
peace	سِلْمٌ	ambassador	سَفَارَةٌ - ات
sound	سَلِيمٌ - سَلَمَاءُ	embassy	سَافِرٌ (الي) ، سَفَرٌ
Tunisian woman writer	فتاة بني سليم	to travel	سَقَطَ ، سَقُوطٌ #
to deliver; hand over; surrender	سَلَّمَ ، تَسْلِيمٌ	to fall; drop	سَاقِطٌ - وَن / سَقَاطٌ
to keep the peace	سَالَمَ ، مَسَالِمَةٌ	fallen	مَسْقُوفٌ #
to become a Muslim	أَسْلَمَ ، إِسْلَامٌ	roofed	سَاقِيَةٌ - سَوَاقٍ #
to receive; take over	تَسَلَّمَ ، تَسْلَمٌ	rivulet; stream	سَكَتَ ، سَكُوتٌ #
to receive	أَسْتَلَمَ ، اسْتِلَامٌ	to stop talking; be silent	سَكْرَتِيرٌ - وَن #
to surrender	أَسْتَسَلَّمَ ، اسْتِسْلَامٌ	secretary	سِكَّةٌ - سِكْكَ #
to entertain; amuse	سَلَّى ، تَسْلِيَةٌ	road	السِّكَّةُ الْحَدِيدِيَّةُ
name; noun	إِسْمٌ - أَسْمَاءُ #	the railroad	سَكَنَ ، سَكْنٌ #
to name	سَمَى - تَسْمِيَةٌ	to live; reside; dwell	سَاكِنٌ - سُكَّانٌ
to allow; permit	سَمَحَ - ، سَمَاحٌ #	inhabitant	مَسْكِنٌ - مَسَاكِينٌ
to tolerate	تَسَامَحَ - تَسَامُحٌ	dwelling; house; residence	سَلٌ - سِلَالٌ #
brown; tawny	أَسْمَرٌ - سَمَرٌ #	residence	سَلَّةُ الْمُهْمَلَاتِ
pleasant (nightly or evening)	سَمَرٌ - أَسْمَارٌ	large basket	سَلَبٌ - سَلَبٌ #
conversation	سَمِعَ - ، سَمَاعٌ #	wastepaper basket	حَقٌّ مَسْلُوبٌ
to hear	أَسْتَمِعَ الي ، اسْتِمَاعٌ	to take away; steal	سِلَاحٌ - أُسْلِحَةٌ #
to listen	سَمَكَ - أَسْمَاكٌ #	usurped right	سِلْسِلَةٌ - سَلْسِلٌ
fish	أَسْمَاكٌ مَمْلَحَةٌ	arms; weapons	سُلْطَةٌ - ات #
salted fish	دكان السمّان	series	سُلْطَةُ عَسْكَرِيَّةٌ
small grocery	غادة السمّان	authority; power; might	
Syrian woman writer		military authority	

Mrs; lady	سَيِّدَة - ات	heaven; sky;	# سَمَاء - سَمَاوَات
prevailing	سَاطِد - ون	the highest heaven	
wall	# سُوْر - أُسُوْر	to rest	# اسْتَدَدَ إِلَى ، اسْتِنَاد ؛ ات
chapter of the Quran	سُوْرَة - سُوْر	age	# سِن
Syria	سُوْرِيَا	young	صَغِيْر السِّن
policy; politics	# سِيَّاسَة - ات	old	كَبِيْر السِّن
political	سِيَّاسِي - ون	to grow old	تَقَدَّمَتْ بِهِ السِّن
Suez	السُّوَيْس	year	سَنَة - سَنَوَات
whip	# سَوَط - أُسُوَات / سِيَاط	sunna; law	سُنَّة - سُنَن
hour; o'clock; clock; watch	# سَاعَة - ات	Santillana	# سَانْتِيْلَانَا
distance	# مَسَافَة - ات	to stay up late	# سَهَر - ، سَهَر
The Soviet Union	الْإِتِّحَاد السُّوْفِيْتِي	evening gathering	سَهْرَة - ات
market	# سُوْق - أُسُوَاق	evening party	حَفْلَة سَاهِرَة
al-Hamidiyya market (in Damascus)	سُوْق الْحَمِيْدِيَّة	to facilitate; become easy	# سَهْل - ، سَهْلَة ؛ ات
thigh; leg	سَاق - سِيْقَان	easy	سَهْل
succession; squence	# سِيَّاق	an easy matter	أَمْر سَهْل
whether....or regardless;	# سَوَاء ... أَمْ (أَوْ)	plain	سَهْل - سَهْل
whether			
to be equal	# سَاوِي ، مُسَاوَاة	to contribute	# أَسْهَمَ فِي ، إِسْهَام
level	مُسْتَوَى - مُسْتَوِيَات	to become bad	# سَاءَ ، سَوَّء
other than; except	سِوَى	misunderstanding	سَوَّء فَهْم
Switzerland	سُوَيْسِرَا	bad	سَيِّء - ون
Medieval grammarian	# سِيْبُوِيَّة	to do evil;	أَسَاءَ (إِلَى) ،
to go; walk	# سَار - ، سَكِيْر	harm	إِسَاءَة ؛ ات
car; automobile	سَيَّارَة - ات	drawback; shortcoming	مَسَاءَة - مَسَاوِيء
the first pharaoh	# سِيْتِي الْأَوَّل	to become a tourist	# سَاح - ، سِيَّاحَة
to control	# سَيَطْرُ ، سَيَطْرَة ، ات	black	# أَسْوَدَ - سَوْدَ (m.)
flow	# سَال - ، سَيْلٌ / سَيْلَان	black	سَوْدَاء - سَوْدَاوَات (f.)
especially	# لَاسِيْمَا	Sudan	السُّودَان
cinema; (the) movies	# سِيْدَمَا	to prevail	# سَادَ - ، سِيَّادَة
silent movie	سِيْدَمَا صَامِتَة	mister; gentleman	سَيِّد - أُسْبَاب / سَارَة

explanation; commentary	شَرْحٌ - شُرُوحٌ	#	- ش -	
tape	شَرِيْطٌ - أَشْرِيْطَةٌ	#	شَأْنٌ - شُؤْنٌ	#
project	مَشْرُوعٌ - اِتِّمَارِيْعٌ	#	شَابٌّ - شَابٌّ / شَبَانٌ	#
street	شَارِعٌ - شَوَارِعُ		شَبْعٌ - شَبْعٌ ، شَبْعٌ / شَبْعٌ	#
an Egyptian movie star	عَمْرُ الشَّرِيْفِ	#	شَبْعٌ - (مِنْ)	
to honor; elevate	شَرَّفَ ، تَشْرِيفٌ		شَبَّكَ - شَبَابِيْكُ	#
to supervise; manage	أَشْرَفَ عَلَى ، إِشْرَافٌ		شَبَّهَ ، تَشْبِيْهٌ ؛ اِتِّ	#
east	شَرْقٌ	#	شَبَّهَ / شَبَّهَ ؛ أَشْبَاهُ	
Middle East	الشَّرْقُ الْأَوْسَطُ		أَشْبَهَ ، إِشْبَاهُ	
east	مَشْرِقٌ - مَشَارِقُ		الشِّتَاءُ	#
all the regions of the earth	مَشَارِقُ الْأَرْضِ وَمَغَارِبُهَا		شَجَرٌ - أَشْجَارٌ (coll.)	#
orientalist	مُسْتَشْرِقٌ - وَنٌ		شَجَرَةٌ - اِتِّ	
company	شَرَكَةٌ - اِتِّ	#	شَجَاعَةٌ	#
trading company	شَرَكَةٌ تِجَارِيَّةٌ		شَجَاعٌ - شُجَاعَانٌ	
insurance company	شَرَكَةُ تَأْمِيْنٍ		شَجَّعَ - تَشْجِيْعٌ	
sharer; partner	شَرِيْكٌ - شُرَكَاءُ		شَجَنَ - شُجُونٌ	#
to be polytheist	أَشْرَكَ ، إِشْرَاكٌ		شَحَّ - شَحَّ ، شَحَّ	#
to set up or attribute associates to God	أَشْرَكَ بِاللَّهِ		شَحَذَ - شَحَذَ ، شَحَذَ	#
to participate	تَشَارَكَ ، تَشَارُكٌ		شَاحِنَةٌ - اِتِّ	#
to participate (in); subscribe to	اِشْتَرَكَ (فِي) ، اِشْتِرَاكٌ		شَخْصٌ - أَشْخَاصٌ	#
socialist	اِشْتِرَاكِيٌّ - وَنٌ		شَخْصِيًّا	
socialism	اِشْتِرَاكِيَّةٌ		شَخْصِيَّةٌ - اِتِّ	
common; joint	مَشْتَرِكٌ		شَدَّ - شَدَّةٌ ، شَدَّةٌ	#
common market	سُوْقٌ مَشْتَرَكَةٌ		لَشَدِّمًا (أَوْجَعْتَنِي)	
the Circassians	الشَّرَكَسُ	#	شَدِيْدٌ - أَشْدَاءُ /	
gluttony; voracity	شَرَاهَةٌ	#	شِدَارٌ	
to buy; purchase	اِشْتَرَى	#	اِشْتَدَّ ، اِشْتِدَارٌ	
half	شَطْرٌ - شَطَوْرٌ / أَشْطَرَةٌ	#	أَحْمَدُ فَارِسِ الشَّدِيْقِ	#
chess	شَطْرَنْجٌ		19th. century renaissance	
			to drink	#

north	شِمال	to beam	شَعْ - ، شِعَاع	#
to witness; attend	شَهِدَ - ، شُهِدَ	(a) people; nation	شُعْب - شُعُوب	#
to attest; testify	شَهِدَ - ، شَهِادَةُ	to ramify; branch out	تَشَعَّبَ ، تَشَعَّبَ ؛ ات	#
degree; diploma	شَهِادَةُ - ات	to feel	شَعَرَ - (ب) ، شُعُور	#
martyr	شَهِيد - شُهِدَاء	noble feeling	شُعُورٌ كَرِيمٌ	
to see	شَاهَدَ ، مُشَاهَدَةٌ ؛ ات	hair	شَعْر - شُعُور	
month	شَهْر - أَشْهُر / شُهُور	poetry; poem	شِعْر - أَشْعَار	
reputation	شَهْرَةٌ	free poetry; without the	الشَّعْرُ الْحُرُّ	
well known	شَهِيرٌ	tradition meter		
better-known	أَشْهُرٌ	symbol	شِعَار - ات	
famous	مَشْهُور - ون / مَشَاهِير	feeling	مَشْعَر - مَشَائِرٌ	
to become well-known	اشْتَهَرَ ، اِشْتِهَارٌ	poet	شَاعِر - شُعْرَاء	
lust; desire	شَهْوَةٌ - ات	passion; love	شَغَف	#
to wish; will	شَاءَ - ، مَشِئَةٌ	to occupy	شَغَلَ - ، شُغْلٌ	#
to point (to)	أَشَارَ (إلى) ، إِشَارَةٌ	to work	اشْتَغَلَ ، اِشْتَغَالَ	
yearning; longing	شَوْقٌ - أَشْوَاقٌ	to communicate orally	شَافَهَ ، مُشَافَهَةٌ	#
modern Egyptian poet	أَحْمَدُ شَوْقِي	to heal	شَفَى - ، شِفَاءٌ	#
longing for	مُشْتَاقٌ (إلى)	hospital	مُسْتَشْفَى - مُسْتَشْفِيَاتٌ	
to sting; prick; hurt	شَاكَ - ، شَوْكٌ	to open; split	شَقَّ - ، شَقٌّ	#
thorn	شَوْكٌ - أَشْوَاكٌ	to drive	اشْتَقَّ ، اِشْتِاقٌ ؛ ات	
fork	شَوْكَةٌ - شُوكٌ	doubt	شَكٌّ - شُكُوكٌ	#
tea	شَاي	to thank	شَكَرَ عَلَى - ، شُكْرٌ	#
thing	شَيْءٌ - أَشْيَاءٌ	thanks	شُكْرًا	
some what	بَعْضُ الشَّيْءِ	Shakespeare	شَكْسْبِير	#
everything; all	كُلُّ شَيْءٍ	shape; form	شَكْلٌ - أَشْكَالٌ	#
nothing	لَا شَيْءٍ	problem	مُشْكِلَةٌ - ات / مَشَاكِلٌ	
shaykh (title)	شَيْخٌ - شُيُوخٌ	to form	شَكَّلَ ، تَشَكُّيلٌ	
sheikdom	مَشِيخَةٌ - مَشَايِخُ	to smell	شَمَّ - ، شَمٌّ	#
French orientalist	لُويْسُ شِيخُو	sun	شَمْسٌ - شُمُوسٌ	#
devil; satan	شَيْطَانٌ - شَيَاطِينُ	to include; embrace; comprehend	شَمَلَ - ، شُمُولٌ	#
		to include	اشْتَمَلَ (على) ، اِشْتِمَالٌ	

loud; noisy	صَاخِبٌ - وَن	to spread out; become known	# شَاعَ - ، شَيْعَ / شُيُوعَ
atone; rock (coll.)	# صَخْرٌ - صُخُورٌ	communist; communistic	شُيُوعِيٌّ - وَن
rock; stone	صَخْرَةٌ - ا ت	rumor	إِشَاعَةٌ - ا ت
brother of the pre-Islamic poetess al-Khansa	صَخْرٌ	check	# شَيْكٌ - ا ت
to issue forth; come out; be published	# صَدَرٌ - ، صُدُورٌ		- ص -
breast; chest	صَدْرٌ - صُدُورٌ	to come to be; have	# أَصْبَحَ
source; verbal noun	مَصْدَرٌ - مَصَادِرُ	to wake up	أُصْبِحَ ، إِصْبَاحٌ
exports	صَادِرَاتٌ	morning	تَصْبِيحٌ عَلَى خَيْرٍ
to export	صَدَّرَ ، تَصْدِيرٌ	this morning	صَبَاحٌ
to issue	أَصْدَرَ ، إِصْدَارٌ	the morning	صَبَاحَ الْيَوْمِ
to apply; hold true	# صَدَقَ - ، صِدْقٌ	in the morning	صَبَاحًا
friend	صَدِيقٌ - أَصْدِقَاءُ	light bulb	مَصَابِيحُ
to believe	صَدَّقَ ، تَصْدِيقٌ	to be patient	# صَبَرَ - ، صَبْرٌ
to be friend	صَادَقَ ، مَصَادَقَةٌ	finger	# إِصْبَعٌ - أَصَابِعُ
to become friends with each other	تَمَادَقَ ، تَمَادُقٌ	dye	# صَبَغَ - ، صَبْغٌ
former Egyptian prime minister	صِدْقِي بَاشَا	young man	# صَبِيٌّ - صِبْيَانٌ
Egyptian female writer	جَانِبِيَّةٌ صِدْقِي	to be right; correct	# صَحَّ - ، صِحَّةٌ
imposing structure	# صَرْحٌ - صُرُوحٌ	health	صِحَّةٌ
to shout; scream	# صَرَخَ - ، صُراخٌ	right; correct	صَحِيحٌ - صِحَاحٌ
to insist	# أَصْرًا (عَلَى) ، إِصْرَارٌ	to correct	صَحَّحَ ، تَصْحِيحٌ
to wrestle; fight; struggle	# صَارَعَ ، مُصَارَعَةٌ	to associate; accompany	# صَحِبَ - ، صُحْبَةٌ / صَحَابَةٌ
to expend; expend	# صَرَفَ - ، صَرْفٌ	friend	صَاحِبٌ - أَصْحَابٌ
pure; inadulterated	صَرَفٌ	his majesty	صَاحِبُ الْجَلَالَةِ
to conjugate	صَرَفَ ، تَصْرِيفٌ	desert	# صَحْرَاءُ - صَحَارٍ /
to act independently; dispose freely	تَصَرَّفَ (بِ) ، تَصَرُّفٌ		صَحَارَى
to go away; depart	انْصَرَفَ ، انْصِرَافٌ	the press	# صِحَافَةٌ
to become difficult	# صَعَبَ - ، صُعُوبَةٌ ؛ ا ت	newspaper	صَحِيفَةٌ - صُفُوفٌ /
to be hard for	صَعَبٌ (عَلَى)		صَحَائِفٌ
difficult	صَعَبٌ - صِعَابٌ	to become clear; be bright	# صَحَى - ، صُحُوفٌ
to ascend	# صَعَدَ - ، صُعُودٌ	to shout; roar; be noisy	# صَخَبَ - ، صَخْبٌ

salon	صَالُون - ات	#	level	صَعِيد - صَعْد
to pray; bless	صَلَّى	#	to become small; little	صَغُرُ ، صَغَرَ
to pray for	صَلَّى (عَلَى)		small	صَغِير - صَغَار
prayer	صَلَاة - صَلَوَات		to listen	أَصْنَى ، إِصْغَاء
to be silent	صَمَتُ ، صَمِتَ	#	class; row	صَف - صُفُوف
silently	فِي صَمْتٍ		page	صَفْحَة - ات
gum	صَمَغ - صُمُوغ	#	slap	صَفْعَة - ات
to gum; glue	صَمَغ ، تَصْمِغ		to become clear	صَفَى ، صَفَّوْ / صَفَاء
to determine; resolve	صَمَّ ، تَصْمِيم ، ات	#	to be good	صَلَح - ، صَلَحَ
industry; manufacture	صِنَاعَة - ات	#	reconciliation	صُلَح
factory	مَصْنَع - مَصَانِع		justice of peace	حَاكِم الصَّلَح
to fabricate; manufacture	اَصْطَنَعَ ، اَصْطَنَاع		power of attorney	صَلَاحِيَّة - ات
zionist	صَهْيُونِي - ون /	#	government agency; interest	مَصْلَحَة - مَصَالِح
	صَهَائِنَة		public interest	اَلْمَصْلَحَة الْعَامَّة
to hit; inflict; say right word	اَصَاب ، اِصَابَة ، ات	#	suitable for; appropriate for	صَالِح (لِ)
true; correct	صَوَاب		Saladin	صَلَّاح الدِّين الأيوبي
voice; sound	صَوْت - اَصْوَات	#	public interest	الصَّالِحُ الْعَام
to depict	صَوَّر ، تَصْوِير	#	to put in order; ment	صَلَّح ، تَصْلِيح
shape; form; picture	صَوْرَة - صُور		to make peace; make up	صَالَح (بَيْن) ،
to formulate	صَاغ - ، صَوَّغ /	#		مَصْلَحَة
	صِيَاغَة		to improve; make amends; ات	أَصْلَح ، إِصْلَاح ، ات
goldsmith; jeweler	صَاغ - صَيَّاغ		reform	
to fast	صَام - ، صَوَّمَ / صِيَام	#	to become reconciled with	تَصَالَح ، تَصَالَحَ
to preserve; keep; maintain	صَانَ - ، صَوَّن / صِيَانَة	#	one another	
to cry out; shout	صَاح - ، صِيَّح	#	to be put in order;	اِنْصَلَح ، اِنْصَلَحَ
to fish; hunt	صَاد - ، صَيَّد	#	be improved	
to become; begin	صَار - ، صِير /	#	to agree on; accept	اِصْطَلَح ، اِصْطَلَحَ
	صَيْرُورَة		technical term	اِصْطِلَاح - ات
fate	مَصِير - مَصَائِر		to make s.th. good; ات	اِسْتَصْلَح ، اِسْتَصْلَحَ ، ات
summer	صَيْف - اَصْيَاف	#	cultivate	

hospitality.	كَرْمُ الضَّيَافَةِ	in the summer	صَيْفًا
to become narrow	# ضَاقَ - ، ضَيْقٌ	summer vacation	عَطْلَةُ الصَّيْفِ
narrow	ضَيْقٌ - وَنْ		- ض -
to make narrow; +confine; constrain	ضَيْقٌ ، تَضْيِيقٌ	officer	# ضَابِطٌ - ضَبَّاطٌ
	- ط -	to laugh	# ضَحِكَ - ، ضُحِكَ
medicine	# طِبٌّ	to sacrifice	# ضَحَّى (ب) ، تَضَحَّى ؛ ات
doctor; physician	طَبِيبٌ - أَطْبَاءُ	huge; enormous	# ضَخْمٌ - ضِخَامٌ
to cook	# طَبَخَ - ، طَبَخَ	to harm; hurt	# ضَرَّ - ، ضَرَّرَ ، ضُرٌّ
kitchen	مَطْبَخٌ - مَطَابِخُ	to stike, hit	# ضَرَبَ - ، ضَرْبٌ
to print	# طَبَعَ - ، طَبَعٌ	necessity	# ضَرُورَةٌ - ات
of course	طَبَعًا	to force, compel	اضْطَرَّ ، اضْطِرَّارٌ
edition; issue	طَبْعَةٌ - ات	imperfect	# مُضَارِعٌ
printing	طِبَاعَةٌ	to become weak	# ضَعَفَ - ، ضَعْفٌ
nature; character	طَبِيعَةٌ - طَبَائِعُ	weak	# ضَعِيفٌ - ضَعْفَاءُ
naturally	طَبِيعِيٌّ	weak hearted	ضَعِيفُ الْقَلْبِ
character; stamp	طَابَعٌ - طَوَائِعُ	double something	ضَاعَفَ ، مُضَاعَفَةٌ ؛ ات
publication; printed; matter	مَطْبُوعَاتٌ	to double	تَضَاعَفَ ، تَضَاعُفٌ
class; category	# طَبَقَةٌ - ات	bank (e.g. of a river)	# ضَفَّةٌ - ضِفَافٌ
the middle class	الطَّبَقَةُ الْمُتَوَسِّطَةُ	the Western Bank of Jordan	الضَّفَّةُ الْعَرَبِيَّةُ
to apply	طَبَّقَ ، تَطَبَّقَ ؛ ات	to join; embrace	# ضَمَّ - ، ضَمٌّ
applied sciences	عُلُومٌ تَطْبِيقِيَّةٌ	to join	انْضَمَّ ، انْضِمَامٌ
to chase away; banish; dismiss	# طَرَدَ ، طَرْدٌ	u-vowel	ضَمَّةٌ - ات
limb; extremity;	# طَرَفٌ - أَطْرَافٌ	pronoun	# ضَمِيرٌ - ضَمَائِرُ
end; edge; border; side		to embed	# ضَمَّنَ ، تَضَمَّنَ
method; way	# طَرِيقَةٌ - طُرُقٌ	to persecute; maltreat; repress	# اضْطَهَدَ ، اضْطِهَادٌ
way; road	طَرِيقٌ - طُرُقٌ / طُرُقَاتٌ	to add	# أَضَافَ (إِلَى) ، إِضَافَةٌ ؛ ات
via; by means of	عَنْ طَرِيقٍ		بِالإِضَافَةِ إِلَى
to taste	# طَعَّمَ - ، طَعَمٌ	construct state (gram.)	إِضَافَةٌ
food	طَعَامٌ - أُطْعَمَةٌ	guest	# ضَيْفٌ - ضُيُوفٌ
(a) meal	وَجَبَّةٌ (الطَّعَامُ) - ات	hospitality	ضِيَاْفَةٌ

to be able; can	اِسْتَطَاعَ ، اِسْتِطَاعَةٌ	restaurant	مَطْعَمٌ - مَطَاعِمٌ
group; sect	طَائِفَةٌ - طَوَائِفُ	to exceed proper bounds	# طَغَى ، طَغْيٌ /
to become tall;	طَالَ ، طَوْلٌ		طُغْيَانٌ
become long; length		leap; rise; upturn;	# طَفْرَةٌ - ات
tall; long	طَوِيلٌ - طَوِيلٌ	successful step	# طِفْلٌ - اُطْفَالٌ
longer than; taller than	أَطْوَلُ مِنْ	child	طُفُولَةٌ
frequently; how often	طَالَمَا	childhood	أَطْلٌ (على)
table	طَائِلَةٌ - ات	to look down (upon);	# طَلَبٌ - ، طَلَبٌ ؛ ات
to be withdrawn into oneself	اِنطَوَى ، اِنطَوَاءٌ	overlook	# طَالِبٌ - طَالِبَةٌ / طَالِبَةٌ
to fly	طَارَ - ، طَيْرَانٌ	to request; ask for;	طَالِبَةٌ - ات
airport	مَطَارٌ - ات	student (m.)	تَطَلَّبَ (من) ، تَطَلُّبٌ
airplane, plane	طَائِرَةٌ - ات	student (f.)	# اَطْلَعَ عَلَى ، اِطْلَاعٌ ؛ ات
	ظ -	to require	طَالَعَ ، مُطَالَعَةٌ ؛ ات
circumstance; envelope	ظَرْفٌ - ظُرُوفٌ	to read	# طَالِقٌ
elegant; charming; witty	ظَرِيفٌ - ظُرْفَاءٌ	divorced	طَلَّقَ - تَطْلِيقٌ
to stay; continue; remain	ظَلَّ - ، ظَلَّ / ظُلُولٌ	to divorce	أَطْلَقَ (على) ،
shadow; protection; patronage	ظِلٌّ - ظِلَالٌ	to name or call; apply	إِطْلَاقٌ
to ill-treat; oppress	ظَلَمَ - ، ظُلْمٌ	absolutely	عَلَى الْإِطْلَاقِ
oppressor	ظَالِمٌ - ون	absolutely; at all	مُطْلَقًا
to doubt; to believe;	ظَنَّ - ، ظَنٌّ ؛ ظُنُونٌ	to be confident	# اِطْمَأَنَّ ، اِطْمِئْنَانٌ
to think			/ طَمَأْنِينَةً
to appear; seem; rise;	ظَهَرَ - ، ظُهُورٌ	serenity; tranquility	طَمَأْنِينَةً
become clear	ظَهَرَ - ظُهُورٌ / أَظْهَرَ	to aspire to; be ambitious	# طَمَحَ - ، طُمُوحٌ
back	ظَهَرَ - أَظْهَرَ	modern Egyptian writer	# رِفَاعَةُ الطَّهطاوي
noon	بَعْدَ الظُّهْرِ	Italy	# اِيْطَالِيَا
afternoon; p.m.	قَبْلَ الظُّهْرِ	phase; stage	# طَوَّرَ - أَطْوَارٌ
a.m.	مُظْهَرٌ - مَظَاهِرُ	to develop	طَوَّرَ ، تَطْوِيرٌ
manifestation; sign; external appearance	ظَاهِرَةٌ - ظَوَاهِرُ	to develop;	تَطَوَّرَ ، تَطَوُّرٌ ؛ ات
phenomenon	مُظَاهَرَةٌ - ات	be developed	# طَاعَ - ، طَوْعٌ
demonstration	أَظْهَرَ ، إِظْهَارٌ	to obey	طَاعَةٌ - ات
to manifest; show		obedience	

to count; consider something as	عَدَّ ، عَدَّ #	to pretend; simulate	تَظَاهَرَ ، تَظَاهَرَ
many; numeruos; several	عِدَّة		- ع -
several days	عِدَّةُ أَيَّامٍ	to fool around; abuse	# عَبَثَ ، عَبَثَ
several men	عِدَّةُ رِجَالٍ	to worship	# عَبْدٌ ، عِبَادَةٌ؛ اَت
several times	عِدَّةُ مَرَّاتٍ	slave	عَبْدٌ - عَبِيدٌ
number of; several	عَدَدٌ - أَعْدَادٌ	Egyptian female novelist	صوفي عبد الله
to prepare	# أَعَدَّ ، إَعْدَادٌ؛ اَت	Egyptian poet	صلاح عبد الصبور
preparatory (school); junior high (school)	إِعْدَادِيٌّ	modern Egyptian novelist	إحسان عبد القدوس
to vary; be numerous	تَعَدَّدَ ، تَعَدَّدَ	Umayyad caliph	الوليد بن عبد الملك
to get ready for; prepare for	# اسْتَعَدَّ (لِ)، اسْتَعْدَادٌ؛ اَت	Jamal Abdul Nasser	جمال عبد الناصر
ready for; willing to	مُسْتَعِدٌّ - وَن	a leading religious reformer and writer	الشيخ محمد عبده
straight forwardness; justice	# عَدْلٌ - عُدُولٌ	to cross; pass; pass away	# عَبَّرَ ، عَبَّرَ / عَبُورٌ
justice	عَدَالَةٌ	expression; expression	عِبَارَةٌ - اَت
to amend; balance; adjust	عَدَّلَ ، تَعْدِيلٌ؛ اَت	to express	عَبَّرَ عَنْ ، تَعْبِيرٌ
cabinet reshuffle	تَعْدِيلُ وَزَارِيٍّ	to consider	اَعْتَبَرَ ، اِعْتِبَارٌ؛ اَت
average	مُعَدَّلٌ - اَت	the Abbasid caliphate	# الخِلافةُ العَبَّاسِيَّةُ
equation	مُعَادَلَةٌ - اَت	to blame	# عَتَبَ - ، عَتَبَ
nonexistence; not; non	عَدَمٌ #	porter; carrier	# عَتَّالٌ - عَتَّالُونَ /
enemy	# عَدُوٌّ - أَعْدَاءُ		عَتَّالَةٌ
infection	عَدَوِيٌّ	the Ottomans	# العُثْمَانِيُّونَ
to go beyond; exceed	تَعَدَّى ، تَعَدَّى؛ تَعَدَّيَاتٌ	suprise; amazement	# عَجِبَ
to (commit) aggression	اَعْتَدَى ، اِعْتِدَاءٌ؛ اَت	strnge; amazing	عَجِيبٌ
to torture	# عَذَّبَ ، تَعَذِّبٌ	to please; delight	أَعْجَبَ ، إِعْجَابٌ
to be tortured	تُعَذَّبُ ، تَعَذَّبُ	to admire	أُعْجَبَ بِ
to excuse; apologize	# اَعْتَذَرَ ، اِعْتِذَارٌ؛ اَت	to wonder; marvel; be astonished	تَعَجَّبَ ، تَعَجَّبُ
Arabs	# عَرَبٌ	(old) woman	# عَجُوزٌ - عَجَائِزُ
Arabic; Arabian; an Arab	عَرَبِيٌّ	miracle	مُعْجَزَةٌ - اَت
the Arabic language; Arabic	العَرَبِيَّةُ	wheel	# عَجَلَةٌ - اَت
to arabicize	عَرَّبَ ، تَعَرِيبٌ	to hurry; rush; hasten	تَعَجَّلَ ، تَعَجَّلَ
inflection	إِعْرَابٌ	to knead	# عَجَنَ - ، عَجَنَ

separation; isolation	عَزَلَةٌ #	Mahjerite journalist	# نَجِيبٌ عَرَبِيٌّ
to isolate; cut off from	اِنْعَزَلَ عَنْ ، اِنْعِزَالٌ	wedding	# حَفْلَةُ عُرْسٍ
to resolve; determine	عَزَمَ ، عَزْمٌ / عَزِيمَةٌ	brides	عُرُوسٌ
Palestinian female writer	سَمِيرَةُ عَزَام	bridegroom	عَرِيْسٌ
to console s. o.	عَزَى ، عَزَاءٌ	to offer	# عَرَضَ - ، عَرَضٌ ؛ عَرُوضٌ
to console; comfort	عَزَى ، تَعَزَّى ؛ تَعَاَزَى	exhibition	مَعْرَضٌ - مَعَارِضٌ
army; troops	عَسَاكِرُ - عَسْكَرٌ	to resist; oppose	عَارِضٌ ، مُعَارِضَةٌ ؛ اِت
camp	مَعَسَكَرٌ - اِت	to examine; review	اِسْتَعْرَضَ ، اِسْتِعْرَاضٌ ؛ اِت
perhaps	عَسَى #	to know; find out; learn	# عَرَفَ - ، مَعْرِفَةٌ ؛ مَعَارِفٌ
pasture	عُشْبٌ - اُعْشَابٌ	to know for a certainty	عَرَفَ حَقَّ الْمَعْرِفَةِ
ten	عَشْرَةٌ #	tradition; custom	عُرْفٌ
twenty	عِشْرُونَ	crest; high place	عُرْفٌ - اُعْرَافٌ
tenth	عَاشِرٌ	(one who) knows; acquainted; expert	عَارِفٌ - وَن
lover	عَاشِقٌ - وَن / عَشَّاقٌ	known; well known	مَعْرُوفٌ - وَن
evening	عِشَاءٌ #	favor	مَعْرُوفٌ
evening prayer	صَلَاةُ الْعِشَاءِ	to define	عَرَّفَ ، تَعَرَّفَ ؛ اِت
era; age; period	عَصْرٌ - عَصُورٌ	fortune-teller	عَرَّافٌ - وَن
afternoon	عَصْرٌ	fortune-teller (f.)	عَرَّافَةٌ - اِت
contemporary	مُعَاَصِرٌ - وَن	to get to know	تَعَرَّفَ عَلَى ، تَعَرَّفُ
capital	عَاصِمَةٌ - عَوَاصِمٌ	to (make) acquaintance of	تَعَارَفَ ، تَعَارُفٌ
member	عُضْوٌ - اَعْضَاءٌ	customary; common	مُتَعَارِفٌ عَلَيْهِ
emotion	عَاطِفَةٌ - عَوَاطِفٌ	to recognize; admit	اِعْتَرَفَ بِ ، اِعْتِرَافٌ ؛ اِت
to be unemployed	عَطِلَ - ، عَطَلٌ	confess; acknowledge	# عَرَقَ
vacation; holiday	عُطْلَةٌ - اِت / عَطْلٌ	sweat	
official holiday	عُطْلَةٌ رَسْمِيَّةٌ	Iraq	اَلْعِرَاقُ
unemployed	عَاطِلٌ عَنِ الْعَمَلِ	battle	# مَعْرَكَةٌ - مَعَارِكٌ
to neglect; leave without work	عَطَّلَ ، تَعَطَّلَ	to struggle; fight; battle	عَارَكَ ، عِرَاكَ
to give; grant	اَعْطَى ، اِعْطَاءٌ	naked	# عَرِيَانٌ - وَن / عُرَاةٌ
given	مُعْطًى - مُعْطِيَاتٌ	dear	# عَزِيْزٌ - اِعْزَاءٌ
to become great or mighty	عَظُمَ - ، عِظْمٌ	to strengthen; solidify	عَزَزَ ، تَعَزَّيْزٌ ؛ اِت
		to be proud of	اِعْتَزَّ بِ ، اِعْتِزَّازٌ

gum	عِلْكَة	#	bone	عَظْمٌ - عِظَامٌ
to know	عِلْمٌ - عِلِمٌ	#	great	عَظِيمٌ - عَظْمَاءُ
science	عِلْمٌ - عُلُومٌ		most of	مُعَظَمٌ
anthropology	عِلْمُ الْإِنْسَانِ		founder of the Syrian Baath party	# مِيشِيل عَفْلَق
political science	الْعِلْمُ السِّياسِيّ		amnesty	# عَفْوٌ عامٌ
psychology	عِلْمُ النَّفْسِ		you're welcome	عَفْوًا
with the knowledge that	عِلْمًا بِأَنَّ		good health; vigor; vitality	عافيةٌ
to be familiar with	على عِلْمٍ بـ		to relieve; exempt; excuse	أُعْفَى ، إِعْفَاءٌ
scholar; scientist	عَالِمٌ - عُلَمَاءُ		to punish	# عاقِبْ ، مُعاقِبَةٌ / عِقَابٌ
flag	عَلَمٌ - أَعْلَامٌ		to hold (a meeting);	# عَقَدَ - ، عَقْدٌ ؛
very famous	أَشْهُرُ مِنْ نَارٍ على عِلْمٍ		contract; agreement	عَقُودٌ
proper noun	إِسْمٌ عِلْمِيّ		belief; ideology	عَقِيدَةٌ - عَقَائِدُ
world	عَالَمٌ - عَوَالِمُ		ideological	عَقَائِدِيّ
instruction; direction	تَعْلِيمٌ - ات / تَعَالِيمُ		to be held	انْعَقَدَ ، انْعِقَادٌ
instructions	تَعْلِيمَاتٌ		to believe in	اعْتَقَدَ بـ ، اِعْتِقَادٌ
teacher	مُعَلِّمٌ - وَن		modern Egyptian writer	عَبَّاس مَحْمُود العَقَّاد
to inform; let know	أَعْلَمَ ، إِعْلَامٌ		mind	# عَقْلٌ - عُقُولٌ
to learn	تَعَلَّمَ ، تَعْلُمٌ		intellectual	عَقْلِيّ - وَن
to advertise; announce	أَعْلَنَ ، إِعْلَانٌ ؛ ات	#	on the contrary	# بِالْعَكْسِ / بِعَكْسٍ
to be high; (be) lofty; rise; rise high	عَلَا ، عُلُوٌّ	#	contrary to	على العَكْسِ مِنْ
to be sublime	تَعَالَى		to busy oneself (with)	# عَكَفَ (على)
come (imperative)	تَعَال		perhaps	# لَعَلَّ
19th. century Egyptian ruler	مُحَمَّدٌ عَلِي (والي مِصْر)		to explain	عَلَّلَ ، تَعْلِيلٌ ؛ ات
title; (his) excellency	صَاحِبُ المَعَالِي		to treat; deal with; remedy	# عَالَجَ ، عِلاجٌ ؛ ات
on; according to	على	#	bond; attachment	# عِلَاقَةٌ - ات ، عِلَاقٌ
paternal uncle	عَمٌّ ، أَعْمَامٌ	#	connected with; related to	ذو عِلَاقَةٍ بِـ
common; general; public	عامٌ - وَن		public relations	العِلَاقَاتِ العامَّةُ
in general	عامَّةٌ		to comment on	عَلَّقَ على ، تَعْلِيْقٌ ؛ ات
the common people	الْعَامَّةُ		to set one's hope on	عَلَّقَ الأَمَلَ على
colloquial	العَامِيَّةُ		the mu'allaqat	المُعَلِّقاتُ
			to be related or connected; have to do with	تَعَلَّقَ بِـ ، تَعْلِيْقٌ

factory	عَامِلٌ - عَوَامِلُ	Amman	# عَمَّان
worker; laborer	عَامِلٌ - عُمَّالٌ	dean; principal	# عَمِيدٌ - عُمَدَاءُ
labor party	حِزْبُ الْعُمَّالِ	column	عَامُودٌ - أُعْمِدَةٌ
workers'	عُمَّالِيٍّ		عَوَامِيدُ
to treat in like manner	عَامِلٌ بِالْمِثْلِ	to be baptized	تَعَمَّدَ ، تَعَمَّدَ
to deal; do business with	تَعَامَلَ مَعَ ، تَعَامَلُ	to depend on	اعْتَمَدَ - اعْتِمَادٌ
to use; apply	اسْتَعْمَلَ ، اسْتِعْمَالٌ	credit	اعْتِمَادٌ - ات
	- ات -	age	# عُمُرٌ - أَعْمَارٌ
easy to handle	سَهْلُ الْاسْتِعْمَالِ	2nd. Arab Muslim caliph	الْخَلِيفَةُ عُمَرُ بْنُ
abuse; misuse	سَوْءُ الْاسْتِعْمَالِ		الْخَطَّابِ
in general	شَارِعُ الْاسْتِعْمَالِ	to colonize	اسْتَعْمَرَ ، اسْتِعْمَارٌ
to be or become blind	عَمِيَ - ، عَمِيَ	# to work; make	# عَمِلَ - ، عَمِلَ
concerning; about	عَنْ	# to be effective; valid	يُعْمَلُ بِهِ
legendary pre-Islamic hero and poet	عَنْتَرَةُ بْنُ شَدَّادٍ	# to be null and void	لَا يُعْمَلُ بِهِ
when; at the time of; have	عِنْدَ	# to work for; endeavor; plan; aim	عَمِلَ عَلَى
when; (at the) time that	عِنْدَمَا	job; work for; occupation; labor	عَمَلٌ - أَعْمَالٌ
race (ethnic)	عَنْصَرٌ - عَنَاصِرُ	# good deed	الْعَمَلُ الصَّالِحُ
(racial) discrimination	الْتِمِيزُ الْعَنْصَرِيُّ	employer	صَاحِبُ عَمَلٍ
to embrace	عَانَقَ ، عِنَاقٌ / مُعَانَقَةٌ	# literary works	أَعْمَالٌ أَدَبِيَّةٌ
attach closely	عُنُوَانٌ - عُنَاوِينَ	# military operation	أَعْمَالٌ حَرْبِيَّةٌ
title	عُنُوَانٌ - عُنَاوِينَ	# household work	أَعْمَالٌ مَنْزِلِيَّةٌ
to mean	عَنِيَّ ، عَنِيَّ	manual work	أَعْمَالٌ يَدَوِيَّةٌ
(passive) to take an interest in ; be concerned	عُنِيَ - بَ ، عُنِيَ	# practical	عَمَلِيٌّ - وَن
to entrust some one with	عَهْدٌ - إِلَى ، بَ ، عَهْدٌ	operation	عَمَلِيَّةٌ - ات
period; time ; epoch; era	عَهْدٌ - عَهْدٌ	currency	عُمْلَةٌ - ات
New Testament	الْعَهْدُ الْجَدِيدُ	agent; customer	عَمِيلٌ - عُمَّالٌ
Old Testament	الْعَهْدُ الْقَدِيمُ	factory; laboratory	مَعْمَلٌ - مَعَامِلُ
institute; institution	مَعْهَدٌ - مَعَاهِدُ	refinery	مَعْمَلُ التَّكْرِيرِ
to attend to; see to	تَعَهَّدَ ، تَعَهَّدَ	dairy	مَعْمَلُ الْأَلْبَانِ

to live	عاشَ، عِشْ، مَعِيشَة	#	to return; go back	عادَ، عَوْدَة
standard of living	مُسْتَوَى المَعِيشَة		he continued saying	عادَ يَقُولُ
eye	عَيْنَ - عَيُونُ / أَعْيُنَ	#	no longer	لَمْ يَعُدْ / مَا عادَ
to appoint	عَيَّنَ، تَعَيَّنَ؛ اتَّ		he no longer listened	لَمْ يَعُدْ يَسْتَمِعْ
certain; special	مُعَيَّنَ		custom; habit	عَادَة - اتَّ
	- غ -		usually; customarily	عَادَة
			to repeat	أَعَادَ، إِعَادَة؛ اتَّ
dust; cloud	غُبَارٌ - أَغْبَرَة	#	to reconsider	أَعَادَ النَّظَرَ
mutual cheating	تَغَابَنَ	#	to be accustomed	اعْتَادَ (على)، اعْتِيَادَ
morrow	غَدَ	#	to regain; recall	اسْتَعَادَ، اسْتَعَادَة
the next day	فِي الغَدِ		to lend; loan	# أَعَارَ، إِعَارَة؛ اتَّ
tomorrow	غَدًا		to compensate	# عَوَّضَ، تَعْوِضَ؛ اتَّ
to leave; depart	غَادَرَ، مُغَادَرَة	#	family	# عَائِلَة - اتَّ
lunch; noon meal; usually the main meal	غَدَاءٌ - أَغْذِيَة	#	Ulysses	عوليس
feed; nourish	غَذَّى، تَغْذِيَة	#	year	# عامٌ - أَعوامٌ
nourishment; food	غِذَاءٌ - أَغْذِيَة		general	عامٌ - ون
to depart; set (sun)	غَرَبَ، غَرَبَ / غُرُوبٌ	#	to help	# عَاوَنَ، مُعَاوَنَة؛ اتَّ
west	غَرْبٌ		to cooperate	تَعَاوَنَ، تَعَاوُنٌ
the west	الْغَرْبُ		cooperative society	جَمْعِيَّة تَعَاوُنِيَّة
setting (sun)	غُرُوبٌ		to seek help of	اسْتَعَانَ بِ، اسْتِعَانَة؛ اتَّ
place or time of sunset; west	مَغْرَبٌ - مَغَارِبُ			اتَّ
to be a stranger	غَرَبَ، غَرَابَة		to censure; reprove	# عَابَ، (على)، عَيْبَ
absence from the homeland	غُرْبَة		feast; holiday	# عَيْدٌ - أعيادٌ
strange; foreign; odd	غَرِيبٌ - غُرْبَاءُ		new year	عيدُ رَأْسِ السَّنَةِ
Lebanese female writer	لور غَرِيبَ		Feast of Sacrifice; Greater Bairam	عيدُ الأَضْحَى
peculiarity; marvel	غَرِيبَة - غَرَابِيبُ		Easter	عيدُ الفِصْحِ / القِيَامَة
to go away; go westland	غَرَبَ، تَغْرِيبٌ		Feast of breaking the Ramadan fast; Lesser Bairam	عيدُ الفِطْرِ
to get around on the world	غَرَبَ وَشَرَقَ		Christmas	عيدُ المِيلَادِ
to be away from one's homeland	تَغْرَبَ، تَغْرِبٌ		the Spring Feast	عيدُ النِّيرُوزِ
to emigrate	اغْتَرَبَ، اغْتِرَابٌ		modern Egyptian writer	شكري محمَّد عيَّاد

to close; shut	غَلَقَ ، عُلِقَ	#	emigrant	مُغْتَرِبٌ - وَن
to embrace; flood; cover	غَمَرُ ، غُمِرَ	#	to find (s.th.) strange	اسْتَغْرَبَ ، اسْتِغْرَابٌ
to venture; risk	غَامَرَ ، مُعَا مَرَّةً ؛ اَت		purpose	غَرَضٌ - اُغْرَاضٌ #
to throw; plunge on self	انْغَمَسَ (في) ، انْغَمَسَ	#	room	غُرْفَةٌ - اَت / غُرْفٌ #
self (in)				
to sing	غَنَّى ، غِنَاءٌ	#	dining-room	غُرْفَةُ الْاَكْلِ
song	اُغْنِيَةٌ - اُغَانٍ		chamber of commerce	الْغُرْفَةُ التِّجَارِيَّةُ
singer	مُغَنٍّ - وَن		bedroom	غُرْفَةُ النَّوْمِ
rich (in)	غَنِيٌّ (بِ) - اُغْنِيَاءُ		to pluge; sink	غَرِقَ - ، غَرِقَ #
to enrich	أَغْنَى ، اِغْنَاءٌ		love; infatuation; passion	غَرَامٌ #
to spare; dispense with	اسْتَعْنَى عَنْ ، اِسْتِغْنَاءٌ ؛ اَت		to make covetous; induce; tempt	أَغْرَى ، اِغْرَاءٌ #
objective	غَايَةٌ - اَت	#	to dissplay amorous behaviour; make love	غَزَلَ - ، غَزَلَ #
extremenly weak	فِي غَايَةِ الضَّعْفِ		to wash	غَسَلَ - ، غَسَلَ #
to be away; absent	غَابَ - ، غِيَابٌ	#	washing machine	غَسَّالَةٌ - اَت
other than; except; non	غَيْرٌ	#	to anger; make angry	أَغْضَبَ ، اِغْضَابٌ #
however; but	غَيْرَ اَنْ		to pretend not to notice	تَغَاضَى (عَنْ) ، تَغَاضٍ #
and other	إِلَى غَيْرِ ذَلِكَ		disregard	غَطَّى ، تَغْطِيَةٌ #
without	بِغَيْرِ		to cover	غُفْرَانٌ #
to change	غَيَّرَ ، تَغْيِيرٌ ؛ اَت		forgiveness	اِسْتَعْلَمَ ، اِسْتِغْلَالٌ #
to be modified; change	تَغَيَّرَ ، تَغْيِيرٌ		to utilize	غَلَّةٌ - اَت / غِلَالٌ
			cereals; crops	غَلَبَ - عَلَى ، غَلَبَ / غَلَبَةٌ
			to prevail	
	- ف -			
and; and than; so that; and so	فَ	#	in most cases	أَغْلَبَ الْأُمُورَ
heart	فُؤَادٌ - أَفْئِدَةٌ	#	majority	أَغْلَبِيَّةٌ
a great Muslim thinker	الفارابي	#	most (of); majority (of)	غَالِبٌ
Fez	فَاس	#	in most cases	غَالِبًا مَا
Moroccan educator	مُحَمَّدُ الْفَاسِي		most of the time	فِي غَالِبِ الْأَحْيَانِ
to open; conquer	فَتَحَ - ، فَتَحَ ؛ فَتُوحٌ #		great majority; prevailing	غَالِبِيَّةٌ
a-vowel	فَتْحَةٌ - اَت		to overcome	تَغَلَّبَ عَلَى ، تَغَلَّبَ
letter or can opener	فَتْاحَةٌ - اَت		Moroccan journalist	عَبْدُ الْكَرِيمِ غَلَابٌ
editorial	اِفْتِحَاحِيَّةٌ - اَت		envelope; cover	غِلَافٌ - غُلْفٌ #

leisure time; spare time	أَوْقَاتُ الْفَرَاغِ	to search (for)	# فَتَشَ (عَنْ)، تَفْتِشُ
separation; disunion	فُرْقَةٌ	# mufti	# مُفْتٍ - وَن
band; group; team	فَرِيقٌ - فِرْقٌ	girl; (young) woman	فَتَاةٌ - فَتَيَاتٌ
to separate	فَرَّقَ، تَفَرَّقَ	young man	فَتَى - فَتَيَانٌ
franc	فَرَنْكٌ - اَت	to come suddenly	# فَجَأَ -، فَجَأَةً
France	فَرَنْسَا	# dawn	# فَجَرٌ
fur(s)	(coll.) فَرَّوْ - فِرَاءٌ	to burst; break out; erupt	# اَنْفَجَرَ، اَنْفَجَارُ؛ اَت
to become restless; uneasy	تَفَزَّزَ، تَفَزُّزٌ	# examining	# مُتَفَحِّصٌ
to nullify; sever; invalidate	فَسَخَ -، فَسَخَ	# freedom fighter	# فِدَائِيٌّ - وَن
to be annulled; nullified	اَنْفَسَخَ، اَنْفَسَاخٌ	to flee	# فَرَّ -، فِرَارٌ
to become bad; rotten; decayed	فَسَدَ -، فَسَادٌ	# the Euphrates	# اَلْفُرَات
to explain	فَسَّرَ، تَفْسِيرٌ؛ اَت	# viewer; onlooker	# مُتَفَرِّجٌ - وَن
phosphate	فَوْسِفَات	to be happy; joyful	# فَرِحَ -، فَرَحٌ
(classical) Arabic, standard Arabic	الفصحى	# single one; individual; member	# فَرْدٌ - اَفْرَادٌ
to separate	فَصَلَ -، فَصَلَ	# individually; one after the other one by one	# فَرْدًا فَرْدًا
section; season	فَصُولٌ، فُصُولٌ	individually	فَرْدِيَّةٌ
seasons of the year	فُصُولُ السَّنَةِ	to single out	اَفْرَدَ، اِفْرَادٌ
to explain in detail	فَصَّلَ، تَفْصِيلٌ؛ اَت	singular (gr.)	مُفْرَدٌ
to settle; solve	فَضَّ -، فَضَّ	# vocabulary	مُفْرَدٌ - اَت
to excel; surpass	فَضَلَ -، فَضَلَ	# the Persians (coll.)	# اَلْفُرْسِ
superiority over	فَضْلٌ عَلَى	# Persia	بِلَادُ الْفُرْسِ / فَارِسِ
thanks to	بِفَضْلِ	horsemanship	فُرُوسِيَّةٌ
excellent; outstanding	فَاضِلٌ - وَن	death-bed	# فِرَاشُ الْمَوْتِ
to break the fast	فَطَرَ -، فُطُورٌ	# attendant	فَرَّاشٌ - وَن
the Fatimids	الْفَاتِمِيَّونَ	# chance; opportunity	# فُرْصَةٌ - فُرْصٌ
to do; make	فَعَلَ -، فَعَلَ	to assume; suppose	# فَرَضَ - (عَلَى)، فَرَضَ
verb; deed; act	فِعْلٌ - اَفْعَالٌ	a religious duty; obligation	فَرِيضَةٌ - فَرَايِضٌ
indeed	فِعْلًا	pharaoh	# فِرْعَوْنٌ - فِرَاعِيْدَةٌ
effective	فَعَالٌ	to be empty; finished	# فَرَّغَ -، فُرُوغٌ، فَرَاغٌ
to lose; be deprived (of)	فَقَدَ -، فَقْدٌ، فَقْدَانٌ	#	اَت

to escape; elude; slip away	# فَاتٌ ، فَوَتْ ، فَوَاتٌ	lost; missing; lacking	مَفْقُودٌ - وَن
to differ; be dissimilar	تَفَاوَتْ ، تَفَاوَتْ	to be poor	# فُقْرٌ ، فُقْرٌ
furthermore	# فَوْقَ ذَلِكَ	poor	فَقِيرٌ - فُقْرَاءُ
to excel; surpass	تَفَوَّقَ ، تَفَوَّقَ	to become poor	اِفْتَقَرَ ، اِفْتَقَارٌ
in; within; (on the) subject of; on	# فِي	paragraph	فُقْرَةٌ - اِت
to be useful; benefit	# اَفَادَ ، اِفَادَةٌ ؛ اِت	thought	# فِكْرٌ - اَفْكَارٌ
useful	مُفِيدٌ	ideas	فِكْرَةٌ - فِكْرٌ / اَفْكَارٌ
to benefit (from)	اِسْتَفَادَ (مِنْ) ، اِسْتِفَادَةٌ ؛ اِت	originator of a thought	صَاحِبُ الْفِكْرَةِ
Lebanese female singer	# فَيْرُوز	to think; reflect	فَكَّرَ ، تَفَكَّرَ
	- ق -	thinker	مُفَكِّرٌ - وَن
to become ugly	# قُبِحَ ، قُبِحَ	to be humorous; jocular	# فِكْهَةٌ ، فِكَاهَةٌ
ugly	قُبِيحٌ - قُبْحٌ	the Phillipines	# الْفِلِيبِين
grave, tomb	# قُبْرٌ - قُبُورٌ	peasant	# فَلَاحٌ - وَن
tomb; cemetery	مَقْبَرَةٌ - مَقَابِرُ	Palestine	# فِلَسْطِين
Holy Sepulchre	الْقَبْرِ الْمَقْدَسِ	philosophy	# فِلَسْفَةٌ
to adopt; borrow	# اقْتَبَسَ ، اقْتِبَاسٌ	film; movie	# فِلْمٌ - اَفْلَامٌ
the Copts	# الْاَقْبَاطُ	so-and-so	# فُلَانٌ
to accept; receive	# قَبِلَ ، قُبُولٌ	art	# فَنٌّ - فُنُونٌ
before (prep.)	قَبْلَ	technical	فَنِّيٌّ - وَن
two centuries before Christ	قَبْلَ الْمَسِيحِ بِقَرْنَيْنِ	hotel	# فَنْدُقٌ - فَنَارِقٌ
before; previously	مِنْ قَبْلُ	to understand	# فِهْمٌ ، فِهْمٌ
by way of	مِنْ قَبِيلِ ...	misunderstanding	سَوْءُ فِهْمٍ
tribe	قَبِيلَةٌ - قَبَائِلُ	understood	مَفْهُومٌ
to kiss	قَبَّلَ ، تَقَبَّلَ	it is said; it is reported that	مِنْ الْمَفْهُومِ اَنَّ
to call on; visit; meet;	قَابَلَ ، مُقَابَلَةٌ ؛ اِت	concept	مَفْهُومٌ - مَفَاهِيمٌ
interview		to make s.o. understand	فِهْمٌ ، تَفْهِيمٌ
opposite; fating; counter to	مُقَابِلٌ	to reach an understanding	تَفَاهَمٌ ، تَفَاهَمٌ
to come up to; approach;	اَقْبَلَ عَلَى ، اِقْبَالَ	misunderstanding	سَوْءُ تَفَاهَمٍ
take an interest in	تَقَابَلَ مَعَ ، تَقَابَلَ	to inquire (about)	اِسْتَفْهَمَ (عَنْ) ، اِسْتَفْهَمَ
to get together (with); meet (with)	اِسْتَقْبَلَ ، اِسْتَقْبَالَ	question mark	عَلَامَةُ اِسْتَفْهَامٍ

soon	قَرِيبًا / عَمَّا قَرِيبَ	future	مُسْتَقْبَلٌ
approximately	تَقْرِيبًا / بِالتَّقْرِيبِ	Syrian poet	# نِزَارُ قَبَّانِي
	بِوَجْهِ التَّقْرِيبِ / عَلَى التَّقْرِيبِ	to kill	# قَتَلَ ، قَتْلٌ
to approach	اقْتَرَبَ مِنْ ، اقْتِرَابٌ	verbal particle	# قَدْ
to suggest	اقْتَرَحَ ، اقْتِرَاحَاتٌ	perhaps; at times; may (with inperf wct)	قَدْ
center; seat	# اقْرَأْ - ات	to be able to do sth.	# قَدَّرَ - عَلَى ، قُدْرَةٌ
continent	قَارَةٌ - ات	degree	قَدْرٌ - أَقْدَارٌ
to decide; settle; determine; establish	قَرَّرَ ، تَقَرَّرَ	in the same measure as; as much as	بِقَدْرِ مَا
to be decided	تَقَرَّرَ ، تَقَرُّرٌ	fate	قَدَرٌ - أَقْدَارٌ
to settle down	اسْتَقَرَّ ، اسْتِقْرَارٌ	pot	قَدَرٌ - قُدُورٌ
Prophet Mohammed's tribe	# قُرَيْشٌ	to value; esteem; appreciate; ordain	قَدَّرَ ، تَقْدِيرٌ
round, thick; and flat piece of dough	# قُرْصٌ - أَقْرَاصٌ	God forbid	لَا قُدْرَ اللَّهِ
loan	# قَرْضٌ - قُرُوضٌ	Jerusalem	# الْقُدْسُ
century	# قُرْنٌ - قُرُونٌ	sanctified; holy; sacred	مُقَدَّسٌ
to compare	قَارَنَ ، مُقَارَنَةٌ	to come; follow	# قَدِمَ - ، قُدُومٌ
village	# قَرْيَةٌ - قُرَى	coming; advent	مَقْدَمٌ
portion; tuition	# قِسْطٌ - أَقْسَاطٌ	coming next	قَادِمٌ - وَنَ
to divide	# قَسَمَ - ، قِسْمٌ	(being on the) same level	عَلَى قَدَمِ الْمُسَاوَاةِ
part; portion; section	قِسْمٌ - أَقْسَامٌ	old; ancient	قَدِيمٌ - قَدَمَاءٌ
to be divided	انْقَسَمَ ، انْقِسَامٌ	to offer; present; introduce; submit	قَدَّمَ ، تَقْدِيمٌ
to be harsh; cruel	# قَسَا ، قَسَوَةٌ / قَسَاوَةٌ	introduction	مَقْدِمَةٌ - ات
harsh; cruel	قَاسٍ - قُسَاةٌ	in the vanguard	فِي الْمَقْدِمَةِ
to endure; suffer; undergo	قَاسَى ، مُقَاسَاةٌ	to advance; progress	تَقَدَّمَ ، تَقَدُّمٌ
story	# قِصَّةٌ - قِصَصٌ	to submit; present	تَقَدَّمَ بِ ، تَقَدُّمٌ
to seek out	# قَصَدَ - ، قَصْدٌ	to read; recite (Koran)	# قَرَأَ ، قِرَاءَةٌ
poem; ode	قَصِيدَةٌ - قَصَائِدٌ	the Koran	الْقُرْآنُ
economy	اِقْتِصَادٌ	to get near; get close	# قَرَّبَ - ، قُرْبٌ
to be short	# قَصُرَ - ، قِصَرٌ	near	بِالْقُرْبِ مِنْ
to fall short	قَصُرَ عَنْ ، قُصُورٌ	near; close	قَرِيبٌ - قَرِيبُونَ
short	قَصِيرٌ - قِصَارٌ	relative	قَرِيبٌ - أَقْرَبَاءٌ

to become uneasy; troubled -	فَلِقَ - ، فَلِقَ ~	#	confined to; limited	مَقْصُورٌ عَلَى
worried; troubled	فَلِقَ - وَن		castle; palace	قَصْرٌ - قُصُورٌ
pencil; pen	فَلَمَ - أَقْلَامٌ	#	to be negligent	قَصِيرٌ ، تَقْصِيرٌ
written by	بِقَلَمٍ		to be limited to;	اقتصر على، اقتصارٌ
to be roasted; to suffer	تَقَلَّى ، تَقَلَّى	#	confined to	
wheat	قَمْحٌ	#	remote; distant	قَصِيٌّ - أَقْصَا
moon	قَمَرٌ - أَقْمَارٌ	#	Qatar	قطرٌ
satellite	القَمَرُ الصَّاعِي		to spend (time)	قَضَى - ، قِضَاءٌ
dictionary	قَامُوسٌ - قَوَامِيسُ	#	the judiciary	القضاءُ
cloth; fabric	قِماشٌ - أَقْمِشَةٌ	#	judge (Islamic); cadi	قاضٍ - قِضَاةٌ
top; peak; summit	قِمَّةٌ - قِمَمٌ	#	problem; case	قَضِيَّةٌ - قَضَايَا
bomb	قُبْلَةٌ - قُنَابِلٌ	#	to come to an end; expire	انقضى ، انقضاءٌ
to convince	أَقْنَعَ ، إقْناعٌ	#	pole	قُطْبٌ - أَقْطَابٌ
law	قانونٌ - ، قَوَانِينُ	#	country	قطرٌ - أَقطارٌ
waterway; canal	قَنَاةٌ - قَنَوَاتٌ /	#	train	قطارٌ - ات
	أَقْنِيَّةٌ		fragment; piece; section	قِطْعَةٌ - قِطَعٌ ؛ ات
Suez Canal	قَنَاةُ السَّوَيْسِ		to interrupt; boycott	قَاطَعَ - مَقَاطَعَةٌ
Cairo	القَاهِرَةُ	#	to be cut off; come to an end	انقطع ، انقطاعٌ
coffee	قَهْوَةٌ	#	fragment; piece; section	قِطْعَةٌ - قِطَعٌ / ات
coffeehouse	مَقْهًى - مَقَاهٍ		cotton	قُطْنٌ - أَقْطَانٌ
to lead	قَادَ - ، قِيَادَةٌ ؛ ات	#	rule ; rule of grammar	قَاعِدَةٌ - قَوَاعِدُ
leader; commander	قَائِدٌ - قَوَادٍ		rhyme	قَافِيَةٌ - قَوَافٍ
to be led	انقادَ ، انقيادٌ		to become little or small	قَلَّ - ، قِلَّةٌ
to be inclined toward	انقادَ لَ ، انقيادٌ		little ; small	قَلِيلٌ - وَن
modern Sudanese writer	عَبْدُ اللَّهِ الْقُؤَيْرِي	#	minority	أَقْلِيَّةٌ - ات
parenthesis	قَوَسٌ - أَقْوَاسٌ	#	to become independent; do s.th. alone	استقلَّ ، استقلالٌ
snail; shell	قَوَقَعَةٌ - قَوَاقِعُ	#	heart	قَلْبٌ - قُلُوبٌ
to say; compose	قَالَ - ، قَوْلٌ	#	reins	مَقْلَدٌ - مَقَالِيدُ
to maintain; assert; state	قَالَ - بَ ، قَوْلٌ		to imitate	قَلَّدَ ، تَقْلِيدٌ
essay; article	مَقَالَةٌ - ات		tradition	تَقْلِيدٌ - تَقَالِيدُ

to become big; become old (in years)	كَبُرَ ، كَبُرَ	#	to get up; stand up	قَامَ ، قِيَامٌ
great; big; old	كَبِيرٌ - كِبَارٌ		to undertake; perform	قَامَ بَرٍّ ، قِيَامٌ
pride; haughtiness	كِبْرِيَاءُ		to be founded on; based upon	قَامَ عَلَى ، قِيَامٌ
Kipling	كَيْلِنْك	#	standing; existing	قَائِمٌ - وَن
to write	كَتَبَ ، كِتَابَةٌ ؛ اَت	#	race; people; nation	قَوْمٌ - اقْوَامٌ
book	كِتَابٌ - كُتُبٌ		nationalistic; ethnic	قَوْمِيٌّ - وَن
workbook	كِتَابُ التَّمَارِينِ		nationalism	قَوْمِيَّةٌ - اَت
writer	كَاتِبٌ - وَن / كُتَّابٌ		valuable	قِيَمٌ
kuttab; Quranic (traditional) school office	كُتَّابٌ - كِتَابِيَّةٌ		value ; worth	قِيَمَةٌ - قِيَمٌ
library; bookstore	مَكْتَبَةٌ - اَت		(a) genre of Arabic rhythmic prose	مَقَامَةٌ - اَت
to be abundant; to increase	كَثُرَ ، كَثْرَةٌ	#	to resist; oppose; fight	قَاوَمَ - مُقَاوَمَةٌ
many	كَثِيرٌ - وَن / كَثَارٌ		to set up; found; establish; reside	اَقَامَ ، اِقَامَةٌ ؛ اَت
often; very much	كَثِيرًا		to be strong	# قَوِيٌّ ، قُوَّةٌ ؛ اَت
more	اَكْثَرُ		strong; powerful	قَوِيٌّ - اَقْوِيَاءُ
majority	اَكْثَرِيَّةٌ		to strengthen	قَوَى - تَقْوِيَةٌ
to work hard; toil; labor	كَدَحٌ - ، كَدَحٌ	#	chain	# قَيْدٌ - قِيودٌ
proletariat	كَادِحٌ - وَن		standard	# مِقْيَاسٌ - مَقَايِيسُ
to tell lies	كَذَبَ ، كَذِبٌ / كَذَبٌ	#	to dismiss; discharge	# اَقَالَ ، اِقَالَةٌ ؛ اَت
liar	كَاذِبٌ - وَن / كُذَّابٌ		to resign	اِسْتَقَالَ ، اِسْتِقَالَةٌ ؛ اَت
	كَذِبَةٌ /		the outgoing government	الحُكُومَةُ الْمُسْتَقِيلَةُ
the Kurds	اَلْاُكْرَادُ	#	to evaluate	# قِيَمَ ، تَقْيِيمٌ
to refine	كَرَّرَ ، تَكَرَّرَ	#		- ك -
booklet	كَرَّاسَةٌ - كَرَارِيسُ	#	like; as; such as	# كَ
chair; seat	كُرْسِيٌّ - كُرَاسٌ		thus; so	كَذَا
to become generous	كَرَّمَ ، كَرَمٌ	#	so and so; such and such	كَذَا وَكَذَا
generous	كَرِيمٌ - كَرَمَاءُ / كِرَامٌ		likewise	كَذَلِكَ
to honor; revere	كَرَّمَ ، تَكَرَّمَ		and likewise; and also	وَكَمَا
to honor	اَكْرَمَ ، اِكْرَامٌ		kubba	# كُبَّةٌ
basket ball	كُرَةُ السَّلَةِ	#	shish kabob	كَبَابٌ
			to put down; suppress	# كَبَتَ ، كَبْتٌ

how much; how many	كَمْ #	volley ball	كُرَّةُ الطَّاوِرَةِ
quantity	الْكَمِّ	ping-pong	كُرَّةُ الطَّاوِلَةِ
amount; quantity	كَمِيَّةٌ - ات	soccer; football	كُرَّةُ الْقَدَمِ
to be complete; be full	كَمُلَ ، كَمَالٌ	modern Syrian female writer	سَلَمَى الْحَقَّارِ الْكُزْبَرِي
complete; full	كَامِلٌ - وَن	to possess; to acquire	اِكْتَسَبَ ، اِكْتَسَابٌ
to complete	اَكْمَلَ ، اِكْمَالٌ ؛ ات	to break	كَسَرَ - ، كَسْرٌ
to be integral	تَكَامَلَ ، تَكَامُلٌ	i-vowel	كَسْرَةٌ - ات
Canada	كَنْدَا #	to get broken	اِنْكَسَرَ ، اِنْكِسَارٌ
Kennedy	كِنِيدِي #	dejectedness; despondency	اِنْكِسَارُ الْقَلْبِ
church	كَنِيسَةٌ - كُنَائِسُ	to discover	اِكْتَشَفَ ، اِكْتِشَافٌ ؛ ات
church of the Resurrection	كَنِيسَةُ الْقِيَامَةِ	to discover; to explore; detect	اِسْتَكْشَفَ ، اِسْتِكْشَافٌ
Kuwait	الْكُوَيْتِ #	an Arab engineer (author)	عَبْدُ اللَّطِيفِ كَشْلِي
hut	كُوَحٌ - اُكُوَاخٌ	Kashmir	كَشْمِيرٌ #
to be about; to; almost	كَادَ -	cake kind of pastry (coll)	كَعْكَ #
Colombus	كُولُومْبُوسُ #	entirely	كَافَةً #
to heap; pile up	كَوَّمَ ، تَكْوِيمٌ	to reward	كَافَأَ ، مُكَافَأَةٌ
to be; exist	كَانَ ، كِيَانٌ / كَيْنُونَةٌ	to become equal	تَكَافَأَ ، تَكَافُؤٌ
being; existence; the universe	كَوْنٌ - اُكْوَانٌ	to combat	كَافَحَ ، كِفَاحٌ / مُكَافَحَةٌ
place	مَكَانٌ - اُمَاكِنٌ / اُمْكِنَةٌ	to vouch; guarantee	كَفَلَ ، كَفْلٌ / كِفَالَةٌ
position; status ; rank	مَكَانَةٌ - ات	to shroud	كَفَنَ - ، كَفْنٌ
creature	كَائِنٌ - ات	to wrap; enshroud	كَفَنَ ، تَكْفِينٌ
living beings	الْكَائِنَاتُ الْحَيَّةُ	to suffice; be enough	كَفَى - ، كِفَايَةٌ
to form	كَوَّنَ ، تَكْوِينٌ	to be satisfied (with)	اِكْتَفَى (بِ) ، اِكْتِفَاءٌ
the Genesis	(سِفَرُ) التَّكْوِينِ	each; every; all	كُلٌّ #
in order that; so that	كَيْ / لِكَيْ #	each (of)	كُلٌّ مِنْ
sack; bag	كَيْسٌ - اُكْيَاسٌ	completely	كُلِّيًّا
how	كَيْفَ #	college	كُلِّيَّةٌ - ات
Iraqi religious Imam	عَبْدُ الْقَادِرِ الْكِيلَانِي	word	كَلِمَةٌ - ات
		words; speech	كَلَامٌ #
		to speak	تَكَلَّمَ ، تَكَلُّمٌ

pleasure	مِلَذَّةٌ - ات	- ل -	
to be with	لازِمٌ ، مُلَازِمَةٌ	in order that; so that; to; or because of	لِ #
necessary	لازِمٌ	no; not	لا #
to impose as a duty;	أَلَزَمَ ، إِلْزَامٌ	not... only... but... also	لَا...فَقَطْ ، بَلْ...أَيْضًا
compulsory	الْإِزَامِيّ	pearls (coll.)	لؤلؤٌ - لآلِيٌّ #
tongue	لِسَانٌ - أَلْسِنَةٌ	to match	لَاعَمَ ، مُلَاعَمَةٌ ؛ ات
language	لِسَانٌ - أَلْسِنَةٌ	it did not take long	مَا لَبِثَ أَنْ - ، لَبِثَ / لُبِثَ
to suppress; disappear	تَلَاشَى ، تَلَاشٍ		لُبِثَ
to get stuck; cling	التَصَقَّ ، التِّصَاقُ	to get dressed; put on clothes	كَبَسَ - ، لَبَسَ / مَلَبَسَ / مَلَابِسٌ
to be gentle	لُطْفٌ ، لُطْفٌ		مَلَابِسٌ
to play	لَعِبَ - ، لَعِبٌ	Lebanon	لُبْنَانٌ #
to play a part or role	لَعِبَ دَوْرًا	to resort to	لَجَأَ إِلَى - ، لَجَأَ / لَجُوءٌ
to play chess	لَعِبَ الشَّطْرَنْجَ	refugee	لاجِئٌ - وَن
to play music	لَعِبَ الْمَوْسِيقَى	to resort; have recourse to	التَّجَأَ إِلَى ، التَّجَاءُ
to play cards	لَعِبَ الْوَرَقَ	to notice; perceive	لَحَظَ - ، لَحَظٌ
play; game; sport	لَعِبٌ - أَلْعَابٌ	to note	لَا حَظَّ ، مُلَاحَظَةٌ ؛ ات
the Olympic games	الْأَلْعَابُ الْأُولُمْبِيَّةُ	moment	لَحْظَةٌ - ات
athletics; sport	أَلْعَابٌ رِیَاضِيَّةٌ	to catch; catch up	لَحِقَ - ، لَحَقَّ / لَحَاقٌ
legeremain; magic	أَلْعَابٌ سِحْرِيَّةٌ	supplément	مُلْحَقٌ - ات مُلَاحِقٌ
gambling	لَعِبُ الْقِمَارِ	previously and later on	سَابِقًا وَآخِرًا
athletics; specific, track and field	أَلْعَابُ الْقُوَى	to join	التَّحَقَّبَ ، التَّحَاقَ
fireworks	أَلْعَابُ نَارِيَّةٌ	to join th university	التَّحَقَّ بِالْجَامِعَةِ
athletic field	سَاحَةُ الْأَلْعَابِ	to join the army	التَّحَقَّ بِالْجَيْشِ
athletic coach or instructor	مُدَرِّسُ الْأَلْعَابِ	to join the party	التَّحَقَّ بِالْحِزْبِ
sport	لُعْبَةٌ - لُعْبٌ	to go into government service	التَّحَقَّ بِالْحُكُومَةِ
playground; stadium	مَلْعَبٌ - مَلْعَبٌ	meat shop	مَلْحَمَةٌ - مَلَاخِمٌ #
player; sportman	لَاعِبٌ - وَن	with; at; in the possession	لَدَى #
to curse	لَعَنَ - ، لَعْنٌ	of	
cursed; damned	لَعِينٌ / مَلْعُونٌ ؛ مَلَاعِينٌ	to become sweet; tasty	لَذَّ - ، لَذَانٌ #
		sweet; tasty	لَذِيذٌ - لِذَانٌ

(place of) entertainment	مَلَهْ - مَلَهْ #	riddle	لَعَز - لَعَز #
pleasure; distraction; diversion; amusement	لَهْ	mine	لَعَم - لَعَم #
if; if it were that	لَو (لا) #	to abolish ; nullify	لَعَى ، لَعَا #
to stain; soil; contaminate	لَوَّثَ ، لَوَّثَ	language ; manner of speaking	لَعَا - لَعَا #
blackboard	لَوَّحَ - لَوَّحَ	linguist ; linguistic	لَعَوِيَّ - وَن #
board; chart	لَوَّحَ - لَوَّحَ	to turn ; turn one's face, pay attention	لَعَفَتَ ، لَعَفَتَ #
color, kind; sort	لَوْن - لَوْن	term; word	لَعَفَ - لَعَفَ #
to color	لَوَّنَ - لَوَّنَ	to give someone the title or nickname	لَعَبَ ، لَعَبَ #
Sinclair Lewis	لَوْن - لَوْن	title	لَعَبَ - لَعَبَ #
Lybia	لَوَّنَ - لَوَّنَ	to teach; instruct	لَعَنَ ، لَعَنَ #
not be , be not, not	لَوَّنَ - لَوَّنَ	to encounter; meet; find	لَعَنَ - لَعَنَ #
night	لَوَّنَ - لَوَّنَ	goodbye	إِلَى اللَّقَاءِ
	لَوَّنَ - لَوَّنَ	to meet; encounter	لَقَى ، مَلَقَا
not (neg.)	لَوَّنَ - لَوَّنَ	to throw; deliver a lecture or speech; recite (a poem)	أَلْقَى ، أَلْقَى
what (?) (int.)	لَوَّنَ - لَوَّنَ	to meet; come together	تَلَقَى ، تَلَقَى
that which; anything which, what (rel.)	لَوَّنَ - لَوَّنَ	to meet	التَّقَى ، التَّقَى
how (excl.)	لَوَّنَ - لَوَّنَ	meeting place	مُلْتَقَى - مُلْتَقَى
no sooner ... when	لَوَّنَ - لَوَّنَ	spontaneously	مِنْ تِلْقَاءِ نَفْسِهِ
hundred	لَوَّنَ - لَوَّنَ	but	لَكِنْ #
percent	لَوَّنَ - لَوَّنَ	did not ; has not	لَمْ #
an Abbaside Caliph	لَوَّنَ - لَوَّنَ	when; at the time that	لَمَّا
Medieval writer :	لَوَّنَ - لَوَّنَ	to become aware (that)	لَمَحَ ، لَمَحَ #
enjoyment; pleasure	لَوَّنَ - لَوَّنَ	to touch; perceive	لَمَسَ - لَمَسَ #
pleasant; gratifying	لَوَّنَ - لَوَّنَ	touch	لَمَسَ - لَمَسَ
to enjoy	لَوَّنَ - لَوَّنَ	tangible; palpable	لَمَسَ - لَمَسَ
when (?) (int .)	لَوَّنَ - لَوَّنَ	to touch	لَمَسَ ، مَلَمَسَ
example	لَوَّنَ - لَوَّنَ	will not; will never	لَنْ #
	لَوَّنَ - لَوَّنَ	London	لَنْدُنْ #
like ; as	لَوَّنَ - لَوَّنَ	Abraham Lincoln	إِبْرَاهِيمَ لِنْكُولِنْ #
for example	لَوَّنَ - لَوَّنَ	dialect	لَهْجَةً - لَهْجَةً #

Lebanese journalist	# ادیب مروہ	example	مِثَال - أُمَثِلَ
Virgin Mary	# العذراء مريم	to present; perform; perform on stage	مَثَل ، تَمَثَّل ، تَمَثَّلِيَّة
drill	# تمرين - ات/تما رين	play	تَمَثَّلِيَّة - ات
Tunisian female writer	# فتحيّة المختار مزالى	similar	مُماثِل - ون
to tear; rend; rip apart	# مَرَّق ، تَمَزَّق	free of charge	# مَجَّاناً
to touch; damage; violate	# مَسَّ - ، مَسَّ	modern Egyptien novelist	# نَجِيب مَحْفُوظ
evening	# مساء	the Prophet Mohammad	النَّبِي مُحَمَّد
{ in the } evening ; evenings	مساء	(severe) trial; ordeal	# مِحْنَة - مَحَن
good evening; goood afternoon	مساء الخير	examination	امْتِحَان - ات
area	# مِسَاحَة - ات	to erase	# مَحَا - ، مَحُو
(the) area under cultivation	مِسَاحَة الاراضى	period (of time)	# مَدَّة - مَدَد
	الزراعية	material; matter; substance; subject	مادّة - موادّ
Christ	المسيح	materialistic	ماديّ - ون
music	# موسيقى	to extend	مُدّد ، تَمَدَّد
to seize; hold	# أَمَسَكَ ب ، إِمْسَاكَ	to stretch out; extend	تَمَدَّد ، تَمَدَّد
poor; miserable; unfortunate	# مَسْكِين - مَسَاكِين	to extend; expand	اُمْتَدَّد ، اُمْتَدَّاد
Michigan	# ميشغان	to draw; derive; take	اِسْتَمَدَّد ، اِسْتَمَدَّاد
to walk	# مَشَى - ، مَشَى	to praise	# مَدَح - ، مَدَح
cattle	ماشية - مواش	praise song; pangyric poem	مَدِيح - مَدَائِح
(big) city; metropolis; region	# مِصْر - أَمْصَار	city	# مَدِينَة - مَدَن
Egypt	مصر	AL-Madina (holy city)	المَدِينَة
to pass after, pass	# مَضَى - (على)، مَضَى	to pass (by or through)	# مَرَّ - (ب) ، مَرَّ / مَرُور
past; last	ماض	time; once	مَرَّة - ات / مَرَار
rain	# مَطَرَ - امطار	to continue; go on	اِسْتَمَرَّ ، اِسْتَمَرَّاد
(it) rained	اُمْطَرَت السَّمَاء	man; person; human being	# اِمْرَء / المَرء
rainy	مُمَطَّر	woman	اِمْرَأَة - نِساء
modern Lebanese poet	خليل مطران	feminist	# (نِساويّ - ون)
with	# مَعَ	to be ill	# مَرِض - ، مَرِض
together	معاً	ill	مَرِيض - مَرِض
stomach	# مَعِدَة - مَعَد	nurse	مَمْرُضَة - ات

to keep from	مَنْعَ - مِنْ ، مَنْعَ #	Morocco	# الْمَغْرِبُ
to abstain (from)	امْتَنَعَ (عَنْ) - امْتِنَاعٌ	Mecca	# مَكَّةُ
wish; desire	أُمْنِيَّةٌ - أَمَانٌ #	Mexico	# الْمَكْسِيكُ
to hope for; wish for	تَمَنَّى ، تَمَنَّى بِ تَمَنِّيَاتٍ	capability	# إِمْكَانِيَّةٌ - ات
cradle	مَهْدٌ - مَهْدٌ #	it is possible that	مِنْ الْمُمْكِنِ أَنْ
to smooth; pave	مَهْدٌ ، تَمْهِيْدٌ	to be able to; can	تُمْكِنٌ مِنْ ، تُمْكِنٌ
preparatory	تَمْهِيْدِيٌّ	to become weary; bored	# مَلٌّ - ، مَلَلٌ / مَلَالٌ
bridal money; dowery	مَهْرٌ - مَهْرٌ #	to fill	# مَلَأَ - ، مَلَأَ
skillful; expert	مَاهِرٌ - مَهْرَةٌ	full of	مَلِيٍّ بِ - وَن
festival; celebration	مَهْرَجَانٌ - ات	to dictate	أَمْلَى ، إِمْلَاءٌ
no matter	مَهْمَا #	salt	# مِلْحٌ - أَمْلَاحٌ
whatever the case may be	مَهْمَا يَكُنِ الْأَمْرُ	navigation; shipping	مِلَاحَةٌ
profession; vocation	مِهْنَةٌ - مِهْنٌ #	to flatter	# مَلَقَ - ، مَلَقَ
to die	مَاتَ - ، مَوْتُ	to own; (take) possession of	# مَلِكٌ يَمْلِكُ ؛ أَمْلَاكٌ
modern Egyptian writer	مُهَنَّدٌ مَوْسِي #	king, monarch	مَلِكٌ - مُلُوكٌ
modern arab author	مُحَمَّدٌ عَلِيٌّ مَوْافِي #	royal; monarchic	مَلِكِيٌّ - وَن
wealth; money	مَالٌ - أَمْوَالٌ #	angel	مَلَكٌ - مَلَائِكَةٌ
capital	رَأْسُ مَالٍ - رُؤُوسُ	kingdom	مَمْلَكَةٌ - مَمَالِكُ
fiscal year	أَمْوَالٌ	Kingdom of Saudi Arabia	الْمَمْلَكَةُ الْعَرَبِيَّةُ
ministry of finance	سَنَةٌ مَالِيَّةٌ		السُّعُودِيَّةُ
to finance	وِزَارَةُ مَالِيَّةٍ	th United Kingdom	الْمَمْلَكَةُ الْمُتَّحِدَةُ
water	مَوْلٌ ، تَمْوِيلٌ	worrior slave; mameluke	مَمْلُوكٌ - مَمَالِيكُ
field	مَاءٌ - مِيَاهُ #	the Mamelukes	الْمَمَالِيكُ
to distinguish	مَيِّزٌ ، تَمْيِيزٌ #	who ?	# مَنْ
to distinguish; stand out	تَمْيِيزٌ ، تَمْيِيزٌ	from; out of; among; by way of	# مِنْ
to be distinguished; characterized (by)	امْتِازَ (بِ) ، امْتِيازٌ	to grant; give	# مَنَحَ - ، مَنَحَ
inclination; affection; attachment; liking	مَيْلٌ - مَيُولٌ #	grant; scholarship	مِنْحَةٌ - مَنَحٌ
mile	مَيْلٌ - أَمْيَالٌ	since; from the time of; ago	# مِنْذُ
seaport	مِينَاءٌ - مَوَانِيءُ #	an Abbaside Caliph	# الْخَلِيفَةُ الْمَنْصُورُ

delegate	# مَدُوبٌ - ون	- ن -	
rare	# نادر	# نابليون	Napoleon
Ralph Nader	رالف نادر	# نَبَأٌ - اُنْبَاءٌ	news
to call to (s.o.)	# نادى ، مُنَادَاةٌ	# نَبْضٌ - نَبْضٌ	to throb; pulse
club	نادٍ - اُنْدِيَّةُ نَوَادٍ	# يَنْبُوعٌ - يَنْابِيعُ	spring; well
clubhouse	دارُ النّادي	# نَبْغٌ - نَبْغٌ ، نَبْهَوْنٌ	to have superior or
(youth) club	نادي الشّباب	extraordinary qualities	
water pipe	# نارجيلَة - ات	# نَبِيٌّ - اُنْبِيَاءٌ	prophet
to leave; depart; move away	# نَزَحٌ - نَزَحٌ ، نَزُوحٌ	# نَتِيجَةٌ - نَتَايِجٌ	result
inclination; attitude	# نَزْعَةٌ - ات	مَنْتُوجٌ - ات	product
to fight; dispute	نَزَاعٌ ، نِزَاعٌ /	اُنْتَجَ ، اِنْتَاجٌ	to produce
quarrel	مَنَارَعَةٌ	# نَشْرٌ - نَشْرٌ	to write in prose
house	# مَنَزَلٌ - مَنَازِلُ	شِعْرٌ مَنثورٌ	poetry in prose form
rest house	مَنَزَلُ الاسْتِرَاحَةِ	تَنَاشُرٌ ، تَنَاشُرٌ	to scatter
to give up; renounce; abandon	تَنَازُلٌ ، تَنَازُلٌ	# نَجَجَ - نَجَاجٌ	to succeed
to think; attribute to	# نَسَبٌ - اِلَى ، نَسَبٌ	شَخْصٌ نَاجِحٌ	a successful person
	نَسَبَةٌ	عَمَلٌ نَاجِحٌ	a successful business; a successful work
ratio; percentage	نَسَبَةٌ - نَسَبٌ	# نَجْمٌ - نُجُومٌ	star
in relation to	بِالنَّسَبَةِ (لِ ، اِلَى)	نَجْمٌ تِلْفِزِيُونِيٌّ	T.V. star
most appropriate	اُنْسَبَ	# نَحَتٌ - نَحَتٌ	to carve; hew; sculpt
to suit; be suitable	نَاسَبٌ ، مُنَاسِبَةٌ	# نَحَاسٌ	copper
occasion	مُنَاسِبَةٌ - ات	# نَحْنُ	we
suitable	مُنَاسِبٌ	# نَحْوٌ - اُنْحَاءٌ	direction; side
to be related to; belong; join	اُنْتَسَبَ ، اُنْتِسَابٌ	نَحْوٌ	toward; approximately
to weave	# نَسَجَ - نَسَجٌ	نَحْوٌ	grammar; syntax
copy	# نَسَخَةٌ - نَسَخٌ	نَحْوِيٌّ - ون	grammarian
to arrange; coordiante	# نَسَّقَ ، تَنَسِيقٌ ؛ ات	عَلَى هَذَا النِّحْوِ	in this manner
to be well coordinated	تَنَاسَقٌ ، تَنَاسُقٌ	نَاحِيَةٌ - نَوَاحٍ	aspect; viewpoint
soul; person	# نَسَمَةٌ	# اُنْتَخَبَ ، اُنْتِخَابٌ ؛ ات	to elect
breeze	نَسِيمٌ - نَسَائِمٌ	# نَخِيلٌ	palm trees

cleanliness is next to godliness (proverb)	النَّظَافَةُ مِنَ الْإِيمَانِ (مثل)	to forget	# نَسِيَ - نَسِيًا نِسْيَانٌ
to clean; cleanse	نَظَّفَ ، تَنْظِيفٌ ؛ ات	to construct	# أُنْشِأَ ، إِنْشَاءٌ
system; organization	# نِظَامٌ - نَظْمٌ / أَنْظَمَ	to break out	# نَشَبَ - نَشْبٌ / نَشُوبٌ
to organize; order	نَظَّمَ ، تَنْظِيمٌ ؛ ات	to spread; publish	# نَشَرُ ، نَشْرٌ
organization	مُنَظَّمَةٌ - ات	notice; announcement; circular	نَشْرَةٌ - ات
to be organized	تَنْظَمُ	news cast	نَشْرَةُ الْأَخْبَارِ
Jordanian critic and writer	# عيسى الناعوري	to spread; become widespread	انتشر ، انتِشارٌ
yes	# نَعَمْ	to be lively; be animated; be active	# نَشِطٌ - ، نَشَاطٌ ؛ ات
to announce the death	# نَعَى - ، نَعْيٌ	active; lively	نَشِيطٌ - نَشَاطٌ
tune; melody	# نَعَمٌ - أَنْعَامٌ	text	# نَصٌ - نَصُوصٌ
to be effective;	# نَفَذَ - ، نَفَازٌ / نَفُوزٌ	share	# نَصِيبٌ - أَنْصِيبَةٌ
be carried out	نَفُوزٌ	position; post	مَنْصِبٌ - مَنْاصِبٌ
power	نَافِذَةٌ - نَوَافِذُ	to give advice	# نَصَحَ - ، نَصْحٌ
window	نَفَذَ ، تَنْفِيزٌ	advise	نَصَاحَةٌ
to carry out; implement	# نَفْسٌ - نَفُوسٌ / أَنْفُسٌ	advice	نَصِيحَةٌ - نَصَائِحُ
self; soul	نَفْسِي	to help; assist	# نَصَرَ - ، نَصْرٌ
my soul; myself	# أَنْتَفَضَ ، أَنْتِفَاضٌ ؛ ات	to support; assist	نَاصِرٌ ، مُنَاصِرَةٌ
to jump to one's feet	# أَنْتَفَعَ - ، نَفْعٌ	to be victorious	انتصر على ، انتِصارٌ ؛ ات
to be useful; advantageous	نَافِعٌ - وَنٌ	half	# نِصْفٌ - أَنْصَافٌ
profitable	أَنْتَفَعَ ، أَنْتِفَاعٌ	region; zone; area; district	# مَنَاطِقَةٌ - مَنَاطِقُ
to put to use; utilize	# نَفَقٌ - أَنْفَاقٌ	logic	مَنْطِقٌ
tunnel	نَفَقَةٌ - ات	to look into; consider	# نَظَرَ - فِي ، نَظَرٌ
expenditure; cost	نَافِقٌ ، نِفَاقٌ / مَنَافَقَةٌ	to look (at)	نَظَرَ (إِلَى)
to play the hypocrite	# نَفَى - ، نَفْيٌ	look; glance; view	نَظَرٌ - أَنْظَارٌ
to expel; exile; negate	مَنْفِيٌّ - وَنٌ	in view of; with respect to	بِالنَّظَرِ إِلَى
exiled	# نَقَدَ - ، نَقْدٌ	from my point of view	فِي نَظَرِي
to examine critically; criticize	نَقْدٌ	theoretical	نَظَرِيٌّ - وَنٌ
currency	نَقُودٌ	theory	نَظَرِيَّةٌ - ات
money; cash	نَظَافَةٌ	to wait for; await	انتظر ، انتِظارٌ
		cleanliness	#

money	# النّاولون	to deliver; save; rescue	# اُنْقَذَ ، اِنْقاذ
to treat; deal with; take a meal	# تناوُل ، تناوُل	to discuss; debate	# ناقش ، مناقشة ؛ ات
to sleep	# نَمَ - ، نَمَ	to decrease; become less	# نَقَصَ ، نَقَصَ
nucleus	# نَوَاة - نوِيَات	to decrease	# اُنْقَصَ ، اِنْقاَص
nuclear	# نوَوِيّ	point	# نَقْطَة - نِقَاط
to obtain; acquire	# نال - ، نيل	to transmit (to); bring; convey	# نَقَلَ - (إلى) ، نَقَلَ
the Nile	النّيل	translation; carrying	نَقْل
New York	# نيو يورك	to move about	تَنَقَّلَ ، تَنَقَّلَ ؛ ات
	- ه -	to be transferred; move (to)	اُنْتَقَلَ (إلى) ، اُنْتَقَلَ
		to purify; become clear	# نَقِيَ - ، نَقَاء / نَقَاوَة
to descend; go down	# هَبَطَ - ، هَبوط	to disapprove; resent	# اسْتَنكَرَ ، اسْتِنكار ؛ ات
to abuse; insult; call names	# هاتَر ، مَهاتَرَة ؛ ات	Nallino (an Italian orientalist)	# نالينو
to shout	# هَتَفَ - ، هَتاف ؛ ات	model; type; patern; example	# نَمُوذَج - نماذج
to emigrate	# هَجَرَ - ، هجرة	to grow; develop; progress	# نَمَا - ، نُمُو
the Hegira	الهجرة	developing countries	الدول النامية
year of the Muslim era (A.H.)	السنة الهجرية	to be related to	اُنْتَمَى إلى ، اُنْتَمَاء
place of emigration	مَهَجَر - مهاجر	program; manner; procedure; curriculum	# مَنَهَج - مناهج
to emigrate	هاجر ، مهاجرة	river	# نَهَر - أنهار
to satirize	# هجا - ، هجاء	day	نَهَار - أنهر
to aim at	# هَدَفَ إلى - ، هدف	day and night	نَهَارًا وَلَيْلًا
target; goal; aim	هدف - أهداف	day and night	لَيْلَ نَهَار
to demolish; destroy	# هَدَمَ ، تهديم	awakening (esp. national); renaissance	# نَهْضَة - ات
present; gift	هدية ، هدايا	termination; conclusion	# نِهَاية - ات
this	هذا	to be finished (with); end	اُنْتَهَى (مِنْ) ، اُنْتَهَاء
to be torn; lacerated; worn out	# اهْتَرَأ ، اهْتِراء	to represent	# نَاب - ، نيابة
to flee (to)	# هَرَبَ (إلى) - ، هرب	climate	# مَنَاح
	هروب	hell; fire	# نار - نيران
pyramid	# هَرَم - أهرام	light	نور - أنوار
Al- Ahrām newspaper	الأهرام	variety; quality; kind	# نَوَع - أنواع
to shake	# هَزَبَ - ، هز	varied	مُتَنَوِّع - ون

dignity	هَيْبَةٌ #	to tremble	اهْتَزَّ ، اهْتَرَأَ
how preposterous	هَيْهَاتَ #	thus	هَكَذَا #
	- و -	to be sarcastic about; make fun of	تَهَكَّمَ عَلَى ، تَهَكَّمَ
and; while	وَ #	interrogative particle	هَلْ #
to bury alive	وَأَدَّ (يَعْدُ) ، وَأَدَّ	to consume	اسْتَهْلَكَ ، اسْتَهْلَكَ
to be firm; strong	وَشَقَّ (يَشُقُّ) ، وَشَقَّ / شَقَّةٌ	they	هُمْ #
trustworthy	يُوثِقُ بِهِ	to concern; interest	هَمٌّ ، هَمٌّ #
firm ties	عَلَاقَاتٌ وَثِيقَةٌ	to be about to; on the point of	هَمٌّ ، بَ ، هَمٌّ
covenant; agreement	مِثَاقٌ - مَوَاقِيقُ	care	هَمٌّ - هُمُومٌ
the charter of the U.N.	مِثَاقُ هَيْئَةِ الْأُمَمِ	importance	أَهَمِّيَّةٌ
	الْمُتَّحِدَةِ	task; duty	مَهْمَةٌ - مَهَامٌ
pagan	وَتَنِي - وَنَ	important	هَامٌ - وَنَ
paganism	وَتَنِيَّةٌ	important	مَهْمٌ
to be necessary that; must	وَجَبَ (يَجِبُ) ، وَجُوبٌ	to take care of; look after	اهْتَمَّ بِ ، اهْتَمَّ
duty; obligation	وَاجِبٌ - أَتَ	to whisper	هَمَسَ - هَمَسَ #
meal	وَجَبَةٌ - أَتَ	Hamlet	هَمَلِتَ / هَامَلِتَ
to find; exist	وَجَدَ (يَجِدُ) ، وَجُودٌ	they (f.)	هُنَّ #
existentialism	وُجُودِيَّةٌ	here	هُنَا #
to engender; bring into being;	أَوْجَدَ ، أَيْجَدُ	to congratulate	هَنَأَ بَ ، تَهْنِئَةٌ
found; establish		India	الْهِنْدُ #
summary	مَوْجَزٌ #	engineering	هَنْدَسَةٌ #
to give pain	أَوْجَعَ ، أَيْجَاعٌ	engineer	مُهَنْدِسٌ - وَنَ
side; direction	جِهَةٌ - أَتَ	there	هُنَاكَ / هُنَالِكَ
on the one hand	مِنْ جِهَةٍ ... وَمِنْ	he; it	هُوَ #
on the other hand	جِهَةٍ أُخْرَى	Victor Hugo	فِيكْتُورْ هُوغو
face; aspect	وَجْهٌ - وَجُوهٌ	to drop; sink; fall down	هُوِيَ - هُوِيَ #
especially	بِوَجْهِ خَاصٍّ	she; it	هِيَ #
generally	بِوَجْهِ عَامٍّ	organization	هَيْئَةٌ - أَتَ
for the sake of God	لِوَجْهِ اللَّهِ	the U.N. organization	هَيْئَةُ الْأُمَمِ الْمُتَّحِدَةِ
direction; course	وَجْهَةٌ - أَتَ	faculty	هَيْئَةُ التَّدْرِيسِ
		governmental agency	هَيْئَةُ حُكُومِيَّةٌ

to occur	# وَرَدَ (يَرِدُ) ، وَرُودٌ	point of view; standpoint	وُجْهَةٌ نَظَرٍ
resource	مَوْرِدٌ - مَوَارِدُ	notable; eminent man	وَجْهَةٌ - وَجْهَةٌ
to import	اِسْتَوْرَدَ ، اِسْتِيرَادٌ	to guide	وَجْهَةٌ ، تَوَجُّهٌ ؛ اِت
paper	# وَرَقٌ - اَوْرَاقٌ	to draw one's attention to	وَجْهَ النَّظَرِ اِلَى
credentials	اَوْرَاقُ اِعْتِمَادٍ	to face	وَاِجْهَةٌ ، مُوَاجَهَةٌ
(a piece of) paper	وَرَقَةٌ - اِت	show window	وَاِجْهَةٌ - اِت
minister (of state)	# وَزِيرٌ - وَزَرَاءُ	glass show window	وَاِجْهَةٌ زُجَاجِيَّةٌ
minister of education	وَزِيرُ التَّحْلِيمِ	to head for; turn; go	تَوَجَّهَ (اِلَى) ، تَوَجَّهَ
minister of foreign affairs	وَزِيرُ الْخَارِجِيَّةِ	to face each other	تَوَاجَهَ ، تَوَاجَهَ
Ministry (in Govt.)	وِزَارَةٌ - اِت	to go forward; head	اِتَّجَهَ اِلَى (نَحْوِ) ،
Ministry of Education	وِزَارَةُ التَّحْرِيبَةِ		اِتِّجَاهٌ
Ministry of Defense	وِزَارَةُ الدِّفَاعِ	to be alone; unique; singular	# وَحْدٌ - ، وَحْدَةٌ / حِدَةٌ
to distribute	# وَزَعَ ، تَوَزَّعَ ؛ اِت	oneness; unity	وَحْدَةٌ
budget	# مِيزَانِيَّةٌ - اِت	unit; military unit	وَحْدَةٌ - اِت
pattern; meter; form	وَزَنٌ - اَوْزَانٌ	alone; lonely	وَاحِدٌ
amidst; in the middle of	# وَسْطٌ	her parents' only daughter	وَاحِدَةٌ اَبَوِيَّهَا
the Middle Ages	الْقُرُونُ الْوُسْطَى	uniform	وَاحِدٌ
middle; central	اَوْسَطُ	to unite; unify	وَحَّدَ ، تَوَحَّدَ
to mediate	تَوَسَّطَ ، تَوَسَّطَ	to declare God to be one	وَحَّدَ اللّٰهَ
central; average	مُتَوَسِّطٌ - وَن	to merge together	وَحَّدَ بَيْنَ
wide; broad; spacious	# وَاسِعٌ	monotheistic	تَوْحِيدِيٌّ
encyclopedia	مَوْسُوعَةٌ - اِت	professing the unity of God	مُوحَّدٌ - وَن
to extend; expand	وَسَّعَ ، تَوَسَّعَ ؛ اِت	to be one; alone	تَوَحَّدَ ، تَوَحَّدَ
to expand; widen	تَوَسَّعَ ، تَوَسَّعَ ؛ اِت	to form a unity; be united	اِتَّحَدَ ، اِتِّحَادٌ
means	# وَسِيلَةٌ - وَسَائِلُ	to wish; want (to do something)	# وَدَّ (يُودُّ) ، وَدَّ / مَوَدَّةٌ
season; festive season	# مَوْسِمٌ - مَوَاسِمُ	to let; leave; deposit	# وَدَّعَ (يَدَّعُ) ، وَدَّعَ
the pilgrimage season	مَوْسِمُ الْحَجِّ	to bid farewell	وَدَّعَ ، تَوَدَّعَ / وَدَاعٌ
the summering season	مَوْسِمُ الصَّيْفِ	good bye	وَدَاعًا
cotton season	مَوْسِمُ الْقُطْنِ	behind; beyond	# وَرَاءَ
the feasts and holidays	الْمَوَاسِمُ وَالْأَعْيَادُ	legacy; heritage	# تَرَاثٌ

departure time	مَوْعِدُ السَّفَرِ	about to; on the point of	# عَلَيَّ وَشَكَرَ أَنْ
rendez-vous; appointment; date	مِيحَارٌ - مَوَاعِيدُ	Washington	# وَاشْتِطْنُ
religious exhortation; counsel	# مَوْعِظَةٌ - مَوَاعِظُ	to describe	# وَصَفَ (يُصِفُ) ، وَصَفَ ؛ أَوْصَافُ
to become aware	# وَعَى (يَعِي) ، وَعَى	to arrive	# وَصَلَ (يُصِلُ) ، وَصُولٌ / صِلَةٌ
to abound; become ample	# وَفَرَ (يُفِرُّ) ، وَفَرَ / وَفُورٌ	relationship	صِلَةٌ - ات
abundant		linking; joining; elidable hamza	وَصْلَةٌ - ات
abundant	وَفِيرٌ - وَنٌ	to bring; convey	وَصَلَ ، تَوْصِيلٌ
to provide; furnish; make abundant	وَفَّرَ ، تَوْفِيرٌ ؛ ات	to continue	وَاصَلَ ، مُوَاصَلَةٌ ؛ ات
to abound; be ample	تَوَفَّرَ ، تَوْفَرٌ	connection	مُوَاصَلَةٌ - ات
to reconcile; wish success to	# وَفَّقَ ، تَوْفِيقٌ	traffic routes	طُرُقُ الْمُوَاصَلَاتِ
to agree with (on)	وَافَقَ عَلَى ، مُوَافَقَةٌ	Ministry of Communication	وِزَارَةُ الْمُوَاصَلَاتِ
to agree; come to an agreement on	اتَّفَقَ (عَلَى) ، اتِّفَاقٌ ؛ ات	means of communication	وَسَائِلُ الْمُوَاصَلَاتِ
passing away; death	# وَفَاةٌ - وَفَيَاتٌ	to put through; take to its destination	أَوْصَلَ ، إِيْصَالٌ
to give some one one full share of something	وَفَّى ، تَوْفِيَةٌ	to attain	تَوَصَّلَ إِلَى ، تَوْصُّلٌ
time	# وَقَّتْ ، أَوْقَاتٌ	to contact; connect; get in touch with	اتَّصَلَ (بِ) ، اتِّصَالٌ ؛ ات
leisure time; spare time	أَوْقَاتُ الْفَرَاغِ	to touch with	على اتِّصَالٍ (بِ)
at that time	وَقْتُهِ	to become clear; evident	# وَضَحَ (يُضِحُّ) ، وَضُوحٌ
to take place ; be located; fall; occur	# وَقَعَ (يَقَعُ) ، وَقُوعٌ	to place;;lay down	وَاضَحَ
to break out (war)	وَقَعَتْ (الْحَرْبُ)	to place; lay down; write down; compose; draft; put	# وَضَعَ (يَضَعُ) ، وَضْعٌ
location spot	مَوْقِعٌ - مَوَاقِعُ	condition; situation; state	وَضْعٌ - أَوْضَاعٌ
in actuality; reality	الْوَاقِعُ	position	مَوْضِعٌ - مَوَاضِعُ
as a matter of fact	فِي الْوَاقِعِ	subject; topic	مَوْضُوعٌ - ات / مَوَاضِيعُ
reality	الْوَاقِعِيَّةُ	to tread; step; walk over; trample	# وَطَأَ (يَطَأُ) ، وَطْأٌ
to sign	وَقَعَ ، تَوْقِيعٌ ؛ ات	home country	# وَطَنٌ - أَوْطَانٌ
to stand	# وَقَفَ (يَقِفُ) ، وَقُوفٌ	residence; home	مَوْطِنٌ - مَوَاطِنُ
to stop	تَوَقَّفَ عَنْ ، تَوَقُّفٌ	place; weak spot	مَوْطِنُ الضَّعْفِ
piety	# تَقَوَّى	citizen	مُؤَاطِنٌ - وَنٌ
to rely on; depend on	# اتَّكَلَّ ، اتِّكَالٌ	official; employee	# مُوَكَّلٌ - وَنٌ
	اتِّكَالِيَّةٌ	to promise	# وَعَدَ (يَعِدُ) ، وَعْدٌ ؛ وَعُودٌ
to give birth; be born	# وَلَدَ (يَلِدُ) ، وَلَادَةٌ ؛ ات	appointment; date	مَوْعِدٌ - مَوَاعِيدُ

to make easy for; facilitate	يَسِّرُ (على)، تيسير	boy; son; child	وَلَدٌ - أَوْلَادٌ
to be facilitated	تيسر ، تيسر	father	وَالِدٌ
wakefulness; waking	يقظة - ات	parents	وَالِدَانِ
to be awake; be watchful	تيقظ ، تيقظ	birthday	مَوْلِدٌ
to wake up	استيقظ ، استيقاظ	birth	مِيلَادٌ ، مَوَالِيدُ
certainty	يقين	B.C.	قَبْلَ الْمِيلَادِ
Yemen	اليمن	to follow	# وَلِيٍّ (يلي)
Jews	يهود	The United State of	الْوِلَايَاتُ الْمُتَّحِدَةُ
Judaism	اليهودية	America	الْأَمْرِيكِيَّةُ
day	يوم - أيام	governor	وَالٍ - وُلَاةٌ
one day	يومًا	to take charge; undertake	تَوَلَّى ، تَوَلَّى تَوَلَّى
today	اليوم	to come continually; follow in succession	تَوَالِي ، تَوَالِي
day of reckoning	يوم الحساب	to take possession of	اِسْتَوَلَى عَلَى ، اِسْتِيلَا
daily	يومي	to give; donate	# وَهَبَ (يَهَبُ) (لِ) ، وَهَبَ
Greece	اليونان	gift; talent	مَوْهَبَةٌ - مَوَاهِبُ
UNESCO	منظمة اليونسكو	accusation	# تَهْمَةٌ - تَهَمٌ
		to accuse	اِتَّهَمَ ، اِتَّهَمَ ؛ اِت
		oasis	# وَاحَةٌ - اِت
		woe; distress	# وَيلٌ
- ي -			
		vocative particle	يا
		what a ...	يا ل ... من
		Japan	# اليابان
		to give up all hope; despair	# يئس - ، يأس
		hopeless	يائس - ون
		hand	# يَدٌ - اَيْدٍ / اَيَْادٍ
		in my hand; in my power	بِيَدِي
		the Yezidis (religious sect in Iraq)	# اَلْيَزِيدِيَّوْنَ
		left hand	# يَسَارٌ
		game of chance	مَيْسِرٌ

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RECORDED DRILLS

To Accompany

ELEMENTARY MODERN STANDARD ARABIC

by

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1976

ELEMENTARY MODERN STANDARD ARABIC

RECORDED DRILLS

The following are the drills that are recorded on tape; they are identified in the book by the phrases "On tape" or "Also on tape". They are given here for the teacher's convenience in assigning them at the language laboratory or in using them in the classroom.

LESSON 1

Drill 4. (In book) Question formation with هل . (p. 6)

Drill 6. Dictation. (p. 7)

Each item is read twice in pause form.

- ١ - انتَ
- ٢ - نصّ
- ٣ - مَنْ
- ٤ - دَرَسَ
- ٥ - هذه

LESSON 2

Drill 2. (In book) Question formation with من اين (p. 10)

Drill 4. Substitution. (p. 13)

'This is a professor from Lebanon.'

هذا استاذ من لبنان

'A student'

طالب

'This is a student from Lebanon.'

هذا طالب من لبنان

- ٥ - قلم
- ٦ - ورقة
- ٧ - طالب
- ٨ - استاذ

- ١ - كتاب
- ٢ - طالبة
- ٣ - كرسيّ
- ٤ - طاولة

Drill 10. Written. Dictation. (p. 17)

Each item is read twice.

- ١ - شاك
- ٢ - استاز
- ٣ - طالبة
- ٤ - لهنان
- ٥ - دمتق

LESSON 3

Drill 2. (In book) Transformation. Indefinite → Definite (p. 24)

Drill 3. (In book) Transformation. Indefinite → Definite (p. 25)

Drill 4. Written. Recognition. Definite/indefinite. (p. 25)

Five items will be read once each. Indicate for each whether it is definite (D) or indefinite (I). Ex.

"The book: Definite" الكتاب

- ١ - الاستاز
- ٢ - طانية
- ٣ - الدرس
- ٤ - نص
- ٥ - السكرتيرة

Drill 5. Substitution. (p. 25)

- | | | | |
|----------|--------------|---------|--------------------|
| a. (اين) | اين الكتاب ؟ | b. (في) | المدرّس في القاهرة |
| | المديرة | | الخرطوم |
| | السكرتير | | الرياض |
| | الطالب | | العراق |
| | الاستاز | | السعودية |
| | الدرس | | السودان |
| | الورقة | | الكويت |
| | الكتاب | | القاهرة |

Drill 8. Written. Recognition. (p. 27)

Five items will be read. Indicate for each whether it is a sentence (S)

or a demonstrative phrase (P). Ex.

'This is a book.' S - هذا كتاب

'This piece of paper' P - هذه الورقة

- ١ - هذا الباب
- ٢ - هذه ورقة
- ٣ - هذا مدرّس
- ٤ - هذه الطاولة
- ٥ - هذا شبّاك

Drill 9. (In book) Question formation: Demonstrative phrase. (p. 27)

Drill 10. (In book) Substitution: Predicate adjective agreement. (p. 28)

Grammar Note 6. Numerals 1-5. (p. 29)

- ١ - واحد
- ٢ - اثنان
- ٣ - ثلاثة
- ٤ - أربعة
- ٥ - خمسة

LESSON 4

Drill 1. (In book) Recognition: Subject of ليس (p. 34)

Drill 2. (In book) Negation with ليس (p. 34)

Drill 5. (In book) Question formation with أليس (p. 36)

Drill 6. Sentence addition: جدًا (p. 36)

Ex. 'The book is new.' — الكتاب جديد

'The book is very new.' • الكتاب جديد جدًا

- ١ - المكتبة جديدة
- ٢ - القلم جديد
- ٣ - الجامعة جديدة
- ٤ - الكرسي جديد
- ٥ - الطاولة جديدة
- ٦ - الكتاب جديد

٦	-	ستة
٧	-	سبعة
٨	-	ثمانية
٩	-	تسعة
١٠	-	عشرة

Drill 8. Substitution. (p. 37)

'Professor Farid is from Egypt.'

الاستاذ فريد من مصر

بيروت
دمشق
الرباط
مصر

لبنان
تونس
المغرب
سوريا
الاردن

Dictation:

الاستاذ فريد من الاردن

LESSON 5

Drill 2. (In book) Substitution: Noun-adjective phrases. (p. 42)

Drill 4. Written. (On tape) Recognition: Noun-adjective phrase. (p. 43)

Ten items will be read. Decide for each whether it is a sentence (S) or a noun-adjective phrase (P). Ex.

'The text is basic.' S - النصّ الاساسيّ

'The basic text' P - النصّ الاساسيّ

- | | |
|--------------------------|---------------------|
| ٦ - المتحف الوطني الحديث | ١ - الزائر اجنبيّ |
| ٧ - هذه آتسة عربية | ٢ - المكتبة البعيدة |
| ٨ - هذا المدير الامريكّي | ٣ - الجامعة الكبيرة |
| ٩ - هذا النصّ | ٤ - البناء بعيد |
| ١٠ - هذه طالبة فرنسيّة | ٥ - الموظف الجديد |

Drill 6. (In book) Transformation: Prepositional phrase → nisba (p. 46)

Drill 10. (In book) Substitution/transformation: Independent pronoun or noun → pronoun suffix (p. 49)

Drill 12. Written. Recognition: Pronoun suffixes. (p. 50)

Ten items will be read. Write the independent pronoun corresponding to each pronoun suffix. Ex.

'His book' كتابه

'he' هو

قلمك	- ٦	استاذي	- ١
كتابي	- ٧	طالبه	- ٢
مدرّستك	- ٨	مكتبك	- ٣
لوحك	- ٩	درسها	- ٤
كرسيّه	- ١٠	جامعته	- ٥

LESSON 6

Drill 2. (In book) Substitution: Conjugation. (p. 56)

LESSON 7

Drill 2. (In book) Conjugation. (p. 69)

Drill 5. (In book) Negation of phrase with ليس. (p. 72)

Grammar Note 5. Numerals 11-19 (p. 74)

١٦ - ستة عشر	١١ - احد عشر
١٧ - سبعة عشر	١٢ - اثنا عشر
١٨ - ثمانية عشر	١٣ - ثلاثة عشر
١٩ - تسعة عشر	١٤ - اربعة عشر
	١٥ - خمسة عشر

Drill 9. (In book) Substitution: Possessive pronouns. (p. 75)

Drill 10. Written. Recognition: Demonstrative. (p. 75)

Ten items will be read. Determine whether each is a demonstrative phrase (P) or a sentence (S).

- | | |
|-------------------------|---------------------------|
| ١ - هذا الرجل المشهور | ٦ - هذا هو المتحف الوطني |
| ٢ - ذلك مدير اجنبي | ٧ - هذه مدرسة ثانوية |
| ٣ - هذه استاذة جامعية | ٨ - تلك المديرية الاردنية |
| ٤ - تلك المكتبة الحديثة | ٩ - ذلك مكتب كبير |
| ٥ - ذلك الموظف العربي | ١٠ - هذا هو رئيس الجامعة |

LESSON 8

Drill 4. (In book) Recognition: Independent pronouns. (p. 83)

Drill 5. (In book) Recognition: Pronoun suffixes. (p. 85)

Drill 7. (In book) Recognition: Independent pronouns. (p. 87)

Drill 12. Conjugation. (p. 90)

اصدر كتابا جديدا عن التاريخ الاسلامي

هو	انت
الرجل	انا
الاستاذ الزائر	هي
السيدة فريدة	انت

Repeat with:

- استقبل الموظف الجديد
- استمع للمحاضرة
- اكمل دراسة العربية

LESSON 9.

Drill 4. (In book) Substitution/transformation: Plurals. (p. 100)

Drill 6. Conjugation. (p. 104)

أنت وأنت وأنت	هم : اكلوا الكباب وشربوا قهوة
وداد ونانسي وهند	نحن
أنت وأنت وأنت	انا
فريد وسامي ونجيب	انتم
أنت وأنت وأنت	هنّ
فريد ومريم ونجيب	انتنّ
سميرة ومريم ونجيب	سامي
	وداد
	الموظفون

Drill 7. Questions and answers. (p. 104)

- هل ذهبتُم الى المطعم ؟
نعم ذهبنا الى المطعم .
- ١ - هل شاهدتم فيلما جديدا ؟
 - ٢ - هل اكلتم الكبّة ؟
 - ٣ - هل شربتم قهوة عربيّة ؟
 - ٤ - هل درستُم اللغة الفرنسيّة ؟
 - ٥ - هل قرأتم كتاب الاستاذ ؟
 - ٦ - هل استمعتم الى المحاضرة ؟
 - ٧ - هل استقبلتم الرئيس ؟

LESSON 10.

Drill 4. (In book) Transformation: Idāfa → ل + N (p. 114)

Drill 6. Negation with ليس : Indefinite subject. (p. 116)

Answer the following questions in the negative.

'Are there students in the school now?'

هل في المدرسة طلاب الآن ؟

'No, there are no students in the school now.'

لا ، ليس في المدرسة طلاب الآن .

- ١ - هل في مكتب المدير طاولة جديدة ؟
- ٢ - هل على الطاولة كتاب ؟
- ٣ - هل للشركة طاولة كبيرة ؟
- ٤ - هل للجامعة مكتبة حديثة ؟
- ٥ - هل لصديقه سيّارة جديدة ؟
- ٦ - هل لناني صديقات عراقيات
- ٧ - هل اما المتحف مطعم عربي

Drill 10. (In book) Substitution: Pronoun suffix with verb. (p. 121)

Drill 11. (In book) Substitution: أيّ (p. 122)

LESSON 11

Drill 4. (In book) Recognition: Jussive. (p. 138)

Drill 5. (In book) Conjugation: Jussive. (p. 138)

Drill 6. (In book) Transformation: Affirmative → negative with لم . (p. 139)

Drill 7. (In book) Transformation: Present → Past with كان . (p. 141)

Drill 10. Transformation: Singular → plural. (p. 143)

In the following sentences change the noun to the plural. Ex.

'He received the professor yesterday.' ← استقبل الاستاذ امس

'He received the professor yesterday.' ← استقبل الاساتذة امس .

- | | |
|-----------------------------------|------------------------------|
| ٦ - صديقه كريم من تونس . | ١ - استمعنا لمحاضرتهم . |
| ٧ - امام الباب اوتوبيس . | ٢ - عملوا في المطار . |
| ٨ - هل تركتم الحافلة في القاهرة ؟ | ٣ - فريد استقبل صديقه هناك . |
| ٩ - شاهدت طائفة اليوم . | ٤ - هل ذهبت الى المكتبة ؟ |
| ١٠ - هل عملتم في شركة هنا ؟ | ٥ - أي كلمة تعلمت ؟ |

Drill 12. (On tape) Passage for Aural Comprehension. (p. 144)

كان كريم طالبا مع صديقه حسين في مدرسة ثانوية في بغداد . بعد ذلك سافر كريم الى مصر وتابع دراسته في جامعة القاهرة . بعد الحصول على شهادة درس في مدرسة حكومية في مصر . حسين انتقل كذلك الى جامعة القاهرة ولكن لم يحصل على شهادة بل رجع الى بلده بعد سنة للعمل هناك .

LESSON 12

Drill 1. Conjugation: لم + jussive. (p. 150)

'He did not go to visit the museum.' ← لم يذهب لزيارة المتحف .

انت	الآنات	هم
سامي	انتم	نحن
انتن	انتن	انا
هو	الاساتذة	هنّ
	وداد	الطلاب

Drill 3. Conjugation: كان + لم (p. 151)

هو : لم يكن معهم فى المتحف الوطنى . 'He wasn't with them in the National Museum.'

انت	انا
سامى وفريد وحسين	انتم
هند ووداد ومريم	نحن
هم	الطلاب
انتن	الطالبات
هو	انت
	وداد

Drill 5. (In book) Substitution: اعجب (p. 152)

Drill 6. Substitution: اعجب (p. 153)

'We liked the new book.'

اعجبنا الكتاب الجديد .

المطعم العربى	الجريدة البيروتية
النص الاساسى	جامعة القاهرة
محاضرة استازنا	القبوة العربية
الكتاب الجديد	لماثرة شركة مصر

Drill 7. Substitution. (p. 155)

'Where is Adel's new office?'

اين مكتب عادل الجديد ؟

مدرسة	كتاب
كرسى	سيارة
طاولة	قلم
مطعم	سكرتيرة
مكتب	صديق

Drill 10. (In book) Transformation: Adjective agreement with plurals. (p. 157)

LESSON 13

Drill 2. (In book) Transformation. Perfect → jussive → indicative (p. 166)

Drill 3. (In book) Repetition. Broken plurals. (s → p) (p. 172)

The list (pp. 168-170) of singulars with their broken plurals is read for the student to repeat.

Drill 4. Production. Broken plurals. (s → p) (p. 172)

Give the plurals of the following words:

طالب	درس
مكتب	قلم
جريدة	بلد
شباك	مدينة
رئيس	جملة
أثر	شارع

Drill 5. (In book) Recognition. (p. 173)

Drill 6. (In book) Transformation: s. → p. (p. 176)

LESSON 14

Drill 2. Conjugation. (p. 185)

الوزير يسمع اخبار المجتمع .

انتم	هنا
انا	نحن
المراسلات	سامي
هم	المدراس
مريم	انتن
انت	انت
كريم وفريد وسمير	الوزير

Drill 3. Conjugation: Question/answer. (p. 185)

Respond to each of the following questions in the appropriate person. Ex.

'Are you studying Arabic?'

هل تدرس العربية ؟

'Yes, I'm studying Arabic.'

نعم ادرس العربية .

- | | |
|----------------------------|---------------------------------|
| ١ - هل يعملون في مصنع ؟ | ٨ - هل تشرب القهوة ؟ |
| ٢ - هل تأكل في مطعم عربي ؟ | ٩ - هل يترك العائلة في لندن ؟ |
| ٣ - هل يدرسون الانكليزية ؟ | ١٠ - هل تذلقون الاخبار ؟ |
| ٤ - هل تذهبين الى المطار ؟ | ١١ - هل تبحثن الوضع السياسي ؟ |
| ٥ - هل تسمعون الاخبار ؟ | ١٢ - هل ينشرون اسماء الاساتذة ؟ |
| ٦ - هل يبحثن عن عمل ؟ | ١٣ - هل ترجعين الى بلدك ؟ |
| ٧ - هل تحضرون الاجتماع ؟ | ١٤ - هل تقرأ هذا الكتاب الآن ؟ |

Drill 4. (In book) Transformation: Singular → plural. (p. 185)

Drill 5. (In book) Negation of imperfect with لا . (p. 186)

Drill 6. (In book) Q/A: Negation with لا . (p. 187)

Drill 8. (In book) Transformation: Perfect → imperfect → jussive. (p. 189)

Drill 10. Dictation/Translation. (p. 190)

Write down the following short passage as it is read to you and then translate it into English.

يحضر الوزراء الجدد اجتماعا في مكتب الرئيس واثناء الاجتماع
يبحثون وضع العالم العربي السياسي وينقل اليكم الآن اخبار هذا الاجتماع.

LESSON 15

Drill 4. (On tape) Substitution/transformation: Agreement. (p. 199)

'The lesson is new.'

الدرس جديد

الوزراء	الأقلام
الأخبار	الكلمة
الاستاذات	الطالبات
الشبابيك	الطلاب
الدرس	الجمل

Drill 6. (In book) Transformation: Singular → plural. (p. 199)

Drill 7. (In book) Transformation: كل + pronoun. (p. 200)

Drill 11. (In book) Transformation: Perfect → Imperfect. (p. 205)

LESSON 16

Drill 3. Repetition. (p. 215)

List (pp. 214-215) of Form I verbs with their verbal nouns is read for students to repeat.

Drill 4. Production. (p. 215)

Give the verbal noun for each of the following verbs:

قرأ	نشر
رجع	سكن
بدأ	شرب
ذكر	درس
عمل	ذهب

Drill 5. (In book) Substitution: Verb → verbal noun. (p. 216)

Drill 7. (In book) Transformation: Two first terms of idāfa. (p. 217)

LESSON 17

Drill 3. Substitution-Transformation: Demonstrative singular → plural. (p. 227)

Ex. 'I met this professor yesterday.'

قابلت هذا الاستاذ امس. ←

'I met these professors yesterday.'

قابلت هؤلاء الاساتذة امس.

'I met that visitor yesterday.'

قابلت ذلك الزائر امس. ←

'I met those visitors yesterday.'

قابلت اولئك الزوار امس.

١ - هذه المعلمة

٢ - هذا الوزير

٣ - تلك البنت

٤ - هذا الرجل

٥ - ذلك الولد

٦ - تلك المرأة

٧ - هذه المديرية

٨ - ذلك الطبيب

Drill 4. Repetition: Time expressions. (p. 229)

a. 'There is an important meeting this morning.'

- ٥ - غدا صباحا .
- ٦ - مساء اليوم .
- ٧ - اليوم فى الصباح .

• هناك اجتماع هام صباح اليوم .

- ١ - غدا فى المساء .
- ٢ - اليوم صباحا .
- ٣ - صباح غد .
- ٤ - اليوم .

b. 'There was an important meeting yesterday.'

• كان هناك اجتماع هام أمس .

- ١ - صباح امس
- ٢ - امس فى المساء .
- ٣ - امس مساء .
- ٤ - اليوم صباحا .
- ٥ - امس فى الصباح .

Drill 5. (In book) Transformation: Time expressions. (p. 229)

Drill 8. Conjugation: Form II (p. 234)

a. 'He taught them Arabic.'

• درّسهم اللغة العربية .

هـنّ	انتّ
نحن	هم
انتن	هى
انتـ	انا
هو	انتم

b. Repeat with:

'He appoints the men teachers and the women teachers.'

• (هو) يعين المدرّسين والمدرّسات .

Drill 11. Aural comprehension passage. (p. 236)

نصّ للاستماع

صديقتي كريمة جزائريّة . اكملت دراستها الثانوية فى مدينة الجزائر، ثم حملت على الكالوريوس فى التاريخ من جامعة الجزائر . قرّرت كريمة بعد ذلك الذهاب الى اوربا للحصول على الماجستير فى التاريخ . بعد حصولها على الماجستير من جامعة السوربون فى باريس رجعت الى الجزائر .

قابلت كريمة بعد رجوعها موظفا كبيرا فى وزارة التربية والتعليم الجزائرية . وصاح اسمعين الموظف كريمة مدرّسة فى مدرسة ثانويّة .

LESSON 18

Drill 2. Repetition: Elative (p. 246)

The positive and elative forms of the adjectives will be read. Listen and repeat.

كثير / اكثر	سهل / اسهل
طويل / اطول	قريب / اقرب
عظيم / اعظم	جميل / اجمل
جديد / اجدد	كبير / اكبر
هام / اهم	قديم / اقدم
عزيز / اعز	حديث / احدث
(عال) عالى / اعلى	بعيد / ابعد
	قصير / اقصر

Drill 3. (In book) Transformation: Positive → comparative. (p. 246)

Drill 5. (In book) Transformation: Positive → superlative. (p. 247)

Drill 7. Conjugation: Form III. (p. 251)

a. perfect

'He met him here yesterday morning.'

انتن
نحن
هن
هو

قاله صباح امس هنا .
انا
هم
انتم
هي

b. imperfect indicative

'The student sees a movie every day.'

انت
الولد
نحن
ابني
الطالب

الطالب يشاهد فلما كل يوم .

الطلاب
النت
النساء
انا
المعلمون

c. jussive

'They did not join him in (doing) that.'

انتن
نحن
هي
هم
14

لم يشار كوه فى ذلك .

هو
انا
هن
انتم

Drill 8. (In book) Transformation: Perfect → لم + jussive. (p. 251)

LESSON 19

Drill 2. Conjugation. Form IV. (perfect, imperfect, jussive) (p. 263)

a. perfect

'I welcomed him.' ("showed him welcome")

أظهرت له الترحيب .

هـى	هـنّ	انت	انتم
انا	هم	هو	نحن

b. imperfect indicative

'They hasten to honor him.'

يسرعون لآكرامه .

انت	انتنّ	انا	انتم
هو	هنّ	انت	هم
هـى		نحن	

c. jussive

'He didn't honor him.'

لم يكرمّه

نحن	هـى	هم	
انت	انت	هنّ	
هو			انتم
			انا

Drill 5. (In book) Transformation: sentence → clause after قال أنّ (p. 266)

Drill 9. (In book) Transformation: Singular → plural. (p. 270)

Drill 10. (In book) Transformation: Positive → relative. (p. 271)

Drill 12. Written. Dictation. (p. 271)

Two sentences will be read. Write them down and then translate them into English.

- ١ - يتقبل عليهم الزائر فيكرمونه .
- ٢ - تعيّن وزارة التربية المعلمين والمعلّمات .

LESSON 20

Drill 2. Conjugation: Form V. (p. 278)

a. 'He submitted an application for work.'

هو : تقدّم بطلب للعمل .

هم	انت
انتن	هـى
انت	نحن
هنّ	انا

- b. 'He was unable to stay in Tunis.'
- هو : لم يتمكن من الإقامة في تونس .
- | | |
|-----|------|
| انت | هم |
| هي | انتن |
| نحن | هن |
| انا | انتم |

- c. 'The bedouin is talking to the visitor.'
- البدوئي يتحدث الى الزائر .
- | | |
|----------|------------------|
| زوجته | سعاد وكريم وحسين |
| المدير | سعاد وانا |
| الاساتذة | انت وسامي وسعاد |
| الطبيب | |

Drill 4. Conjugation: Form VI. (p. 281)

- a. 'The reporter cooperated with them.'
- المراسل تعاون معهم .
- | | |
|-----------|---------|
| والد فريد | اخواتهم |
| الحكومة | الوزير |
| الطلاب | |
- b. 'He deals with the economic situation in his articles.'
- هو يتناول الوضع الاقتصادي في مقالاته .
- | | |
|------|-----|
| انا | هن |
| انتم | انت |
| انتن | انت |
| هم | |
- c. 'He did not deal with the economic situation in his articles.'
- هو : لم يتناول الوضع الاقتصادي في مقالاته .

Use the cues in part b.

Drill 6. (In book) Transformation: ~ and سوف (p. 283)

Drill 7. Conjugation: Subjunctive (p. 286)

- a. 'He will not submit an application to work at the university.'
- هو : لن يتقدم بطلب للعمل في الجامعة .
- | | |
|-----|------|
| انت | انتم |
| هو | هن |
| هي | انت |
| انا | نحن |
| هم | انتن |

b. Negation: Future

'The man will talk to the visitor.'

سوف يتحدث الرجل الى الزائر .

'The man will not talk to the visitor.'

لن يتحدث الرجل الى الزائر .

- ١ - سوف تتعاون الدول في بناء المصنع .
- ٢ - المراسلون سيتمكنون من الاقامة هنا .
- ٣ - ستبحثين عن عمل في نيويورك .
- ٤ - سوف يقدم له القهوة العربية .
- ٥ - سننظر في طلبك للعمل في الشركة .
- ٦ - ستطلبين المساعدة في كتابة المقالة .

Drill 9. (In book) Transformation: Verbal noun → ل + Subjunctive. (p. 286)

Drill 11. (In book) Substitution: Ordinal numerals. (p. 288)

Drill 14. Passage for aural comprehension. (p. 290) نص للاستماع

ميخائيل نعيمة

ميخائيل نعيمة كاتب لبناني مشهور . درس في لبنان وفلسطين، ثم ذهب الى روسيا وتابع دراسته الجامعية هناك . رجع بعد ذلك الى لبنان ، ثم رحل الى امريكا وأكمل دراسته في مدينة واشنطن . كان نعيمة صديقا لجبران خليل جبران . رجع ميخائيل نعيمة من امريكا الى الشرق الاوسط، وسكن في لبنان . كتب نعيمة كتبا كثيرة ، منها "جبران خليل جبران " .

LESSON 21

Drill 1. Conjugation: Form VII. (p. 298)

a. 'He left after the meeting.'

انصرف بعد الاجتماع .

انتن	انا
انت	نحن
هن	هي
هو	هم

b. 'My father will leave tomorrow.'

سينصرف والدي غدا .

انتم	اختي
انت	الاولاد
انا	الطبيبات
والدي	نحن

Drill 2. Conjugation: Form VIII. (p. 303)

a. 'He met with the president yesterday morning.'

اجتمع مع الرئيس صباح امس .

انا	نحن
هي	هنّ
انتم	هو
انت	

b. 'He will never rely on anyone (else).'

لن يعتمد على احد .

هي	هنّ
انا	هم
انتم	انت
نحن	هو

Drill 4. (In book) Transformation: Perfect → imperfect. (p. 303)

Drill 8. Conjugation: Dual of verb. (p. 308)

a. 'The two boys heard the news from a friend.'

الولدان سمعا الاخبار من صديق .

الزنتان	الرجلان
المرأتان	انتما
هما (مؤنث)	الولدان

b. 'The two correspondents will deal with this subject.'

المراسلان سيتناولان هذا الموضوع .

المراسلتان	هما
الكاتبان	الاستاذان
انتما	المراسلان

Drill 9. (In book) Transformation: Singular → dual (verb). (p. 309)

Drill 10. (In book) احد in idāfa. (p. 310)

LESSON 22

Drill 2. Substitution: يجب ان (p. 334)

'The people must be given full freedom of opinion.'

يجب ان تتوفر للشعب حرية الرأي .

- ١ - يطالب الطلاب بحقوقهم .
- ٢ - ينعقد الاجتماع في مدينة كبيرة .
- ٣ - ينتخبون المرشحين اليوم .
- ٤ - تعتبر الحرية امرا هاما .
- ٥ - يتناول المراسل الموضوع في المقالة .
- ٦ - تعتمد عليه .
- ٧ - تظهرين للزائر الاكرام .
- ٨ - نبحث الوضع الاجتماعي .

Drill 5. (In book) Substitution/transformation with اصح (p. 337)

Drill 6. (In book) Substitution: لا يزال (p. 338)

Drill 10. Perfect → imperfect (p. 343)

'The government granted the people many rights.'

منحت الحكومة الشعب حقوقا كثيرة

'The government grants the people many rights.'

تمنح الحكومة الشعب حقوقا كثيرة .

- ١ - تحدث الاساتذة الى الطلاب كل يوم .
- ٢ - منحت الحكومة الولايات مساعدة كثيرة .
- ٣ - اعتمدت على مساعدة اصدقائي .
- ٤ - تابع مشاركته في كتابة المقالات .
- ٥ - اثرت التجارة تأثيرا كبيرا على حياة المدينة .
- ٦ - النساء تعاون مع الرجال .
- ٧ - اقبل البدوي على الزائر ورحب به .
- ٨ - هل درست قواعد هذا الدرس اليوم .

Drill 12. Written. Dictation. (p. 344)

استمع طلاب الجامعة الى محاضرة عن انتخاب رئيس الجمهورية في امريكا . قال الاستاذ في المحاضرة : اصبح بعض المفكرين السياسيين يعتبرون وظيفة الرئيس الامريكى اهم وظيفة في العالم . ويبذل كل حزب اعظم الجهود لينتخب الشعب مرشده رئيسا .

LESSON 23

Drill 2. (In book) Embedding: Relative clause with الذى (p. 353)

Drill 3. (In book) Transformation: Definite → indefinite relative clauses. (p. 354)

Drill 8. Passage for aural comprehension. (p. 360)

نص للاستماع

نجيب محفوظ

نجيب محفوظ من اهم قوّاد النهضة الادبية فى العالم العربى، وهو كاتب ساعد على تطور الادب المصرى وتقدمه .

حصل على شهادة البكالوريوس من جامعة القاهرة وعمل بعد اكمال دراسته فى وظائف حكومية كثيرة .

كتب نجيب محفوظ عددا كبيرا من الكتب والمقالات تحدث فيها عن الازواج الاجتماعية فى مصر . وقد اظهر رجال الادب ومنهم الكاتب المشهور طه حسين ، اعجابهم العظيم بنجيب محفوظ ، واعتبروه مدرسة ادبية هامة وقالوا انه من الابداء الذين خدموا الادب العربى خدمة كبيرة .

قال نجيب محفوظ فى مقابلة ان ادبه تأثر بالازواج الاجتماعية

فى مصر .

Drill 9. (In book) Transformation: Affirmative → negative. (p. 360)

Drill 10. (In book) Review: Ordinals. (p. 361)

LESSON 24

Drill 2. Conjugation: Form X. (p. 372)

a. Give the imperfect form of the verb that corresponds to the perfect form

given.

استقبلت

استقبلتُ

استقبلنا

استقبلتم

استقبلوا

استقبلوا

استقبلتِ

استقبلتِ

استقبلتما

b. Change the sentence to agree with the subject-cues given.

'You did not receive the visitor
in your office.'

لم تستقبل الزائر في مكتبك .

انت	هما
انا	هن
هم	انتما
انت	هو
هي	انتن
انتم	

Drill 3. Substitution: Form X. (p. 372)

'I must meet the minister at
the airport.'

يجب ان استقبل الوزير في المطار .

انتما	نحن
انت	هن
هم	هو
هما	انا

Drill 4. (In book) Transformation: Negation with لم + jussive. (p. 375)

Drill 11. Written. Dictation/translation. (p. 381)

Two sentences will be read to you. Write them down and then translate them into English.

١ - شارك هؤلاء المهندسون في حفر قناة السويس .

٢ - يعتقد معظم المفكرين ان القومية العربية تجمع العرب معا .

LESSON 25

Drill 3. (In book) Transformation: Perfect → imperative. (p. 388)

Drill 4. (In book) Transformation: Positive → negative imperative. (p. 390)

Drill 6. (In book) Transformation: س + imperfect → ل + jussive. (p. 391)

Drill 8. (In book) Transformation: Singular → plural. (p. 392)

Drill 10. (In book) Transformation: Perfect → subjunctive with يجب ان (p. 393)

LESSON 26

Drill 1. (In book) Transformation: Pronouns for Contrast and Emphasis. (p. 399)

Drill 2. Conjugation: Verbs of Beginning. (p. 401)

a. 'We began to work towards the realization of economic progress.'

هو
هن
نحن
هي
انا
هما
هم

b. 'The friends began to correspond with each other.'

جعل الاصدقاء يتراسلون

الحبيبان
النساء
المهندسون
المرأتان
الطبيبات
سوزان وعلى

c. 'When will he begin to study?'

متى يبدأ يدرس ؟

انت
انتم
انت
انتما
انتن
هي
هم

Drill 6. Transformation: Perfect → كان + imperfect. (p. 406)

Ex. 'He depended on us.' →

اعتمد علينا ←

'He used to depend on us.'

كان يعتمد علينا .

- ١ - فكرت به كثيرا .
- ٢ - اجتمعنا في مدينة لندن في الصيف .
- ٣ - انصرفوا قبل بداية الصف .
- ٤ - رحب الناس به .
- ٥ - قررت الوزارة تعيين الاساتذة الجامعيين .
- ٦ - ترك بيته بعد الساعة السابعة صباحا .
- ٧ - خرّجت الجامعة طلابا كثيرين .
- ٨ - قدّمن القهوة للزوّار .

Drill 8. Conjugation: ... كتب يسأل (p. 407)

هو : كتب يسأله عن الوضع الحاضر . 'He wrote asking him about the current situation.'

هي	انتم
انا	هما
نحن	هنّ
هم	انت
هو	

Drill 11. Passage for aural comprehension. (p. 408)

نص للاستماع

قيس وليلى

قيس وليلى حيان بدويّان مشهوران في الادب العربي . أحباها حبا عظيما وأحبّته .
قال لها : يا حبيبتى !
قالت : يا حبيبي !
انقطع اللقاء .
تقابلا بعد مدة .
قال : أحبك يا ليلي !
قالت : وأنا ايضا احبك يا قيس !
قال : تزوّجيني !
قالت : لكن عاثلتي ...
قال : ولكنتي احبك يا ليلي !
وانقطع اللقاء .
ويتحدّث العرب بعد ذلك عن حب ليلي وقيس . طلبها قيس من والدها ولكن والدها منعها من الزواج .
وقد تحدّث قيس في اكثر شعره عن حبه ليلي ولا يزال العرب يقرأون ذلك الشعر .

Drill 12. (In book) Negation. (p. 409)

LESSON 27

Drill 3. (In book) Transformation: Statement → statement with لعلّ (p. 420)

LESSON 28

Drill 2. Active Participles. (p. 434)

Give the active participles of the following verbs:

انتشر	فكّر
اقبل	شارك
رغب	تأكّد
تكلم	تعلم
تعاون	تزوج
استقبل	حمل

Drill 5. (In book) Transformation: Hāl clause equational sentence. (p. 438)

Drill 9. Transformation: جمع in idāfa → جمع + pronoun → adverb. (p. 441)

Ex. قرأت جميع الجرائد ← قرأت الجرائد جميعها
'I read all of the newspapers.'

- ١ - حضر جميع المرشحين المؤتمر .
- ٢ - يعتقد جميع الناس ان هذا امر هام .
- ٣ - جميع المجلات باللغة العربية .
- ٤ - يجب الشعر جميع العرب .
- ٥ - حضرت جميع مؤتمرات الحزب .

Drill 10. Transformation: الجمع → جمع in idāfa (p.441)

رجع جميع الطلاب امس ← رجع الجميع امس .
'All the students returned yesterday.'

- 'Everyone returned yesterday.'
- ١ - استقبل جميع الوزراء في المطار .
 - ٢ - جميع اصدقائي مخلصون .
 - ٣ - نعتبر جميع هؤلاء الرجال مفكرين كبارا .
 - ٤ - جميع الطلاب متأكدون من اهمية دراسة العربية .
 - ٥ - خرج جميع الزوار من البيت .
 - ٦ - جميع المراسلين وصفوا في مقالاتهم الوضع السياسي .

Drill 13. (In book) Question formation. (p. 444)

LESSON 29

Drill 1. Conjugation: Quadriliterals. (p. 451)

a. 'He translated the French books.'

ترجم الكتب الفرنسية .

هي	هما
انتم	هنّ
انا	انت
نحن	هو

b. 'You must translate these articles.'

يجب أن تترجم هذه المقالات .

هو	انتنّ	هنّ
انا	انتم	هم
نحن	هما	انت

Drill 2. Conjugation: Perfect passive. (p. 459)

a. 'He was honored there.'

أكرم هناك .

هو	هنّ
هم	انت
نحن	هما
انتما	انا

b. Repeat with احترم and شوه .

Drill 3. (In book) Conjugation: Perfect passive. (p. 459)

Drill 4. (In book) Transformation: Active → passive. (p. 460)

Drill 7. (In book) Oral Comprehension Passage. (p. 466)

نصّ للاستماع

كان لي صديق امريكي اسمه فرانك وليامز عرف بحبه لمصر واعجابه

بأشارها القديمة . وكان يذهب كل صيف الى مصر لزيارة متاحفها .
 ذهبت يوما لزيارة وليامز فشاهدت عنده صورا عن الحياة اليومية
 فى مصر القديمة . كنت قد شاهدت هذه الصور فى متحف القاهرة ، وكنت
 اعلم ان الحكومة المصريّة تمنع أخذ صور فى المتحف .
 سألت صديقي كيف حصل على الصور فقال .
 " طلبت من مدير المتحف ان يسمح لي بالتصوير فلم يفعل . لهذا
 قررت ان ارسم الصور ، وأخذت اذهب كل يوم الى المتحف فأجلس أمام
 الصور وانظر اليها طويلا ، ثم انصرف بعد ساعات وارجع الى بيتي
 فأرسمها . وبعد شهرين تمّ رسم الصور " .
 سألت صديقي : " هل علم مدير المتحف بذلك ؟ " قال : لمّا
 أكملت رسم الصور ، أخذتها الى مدير المتحف . فضحك وطلب منّي ان
 ارسم له مثلها فى زيارتي القادمة " .

LESSON 30

Drill 2. (In book) Transformation: Topic-Comment. (p. 477)

Drill 4. Conjugation: Imperfect passive. (p. 480)

a. 'He is considered to be a great
 thinker.'

يعتبر مفكرا كبيرا .

انت	هى
انتما	هم
انا	نحن
انت	هما

b. Repeat with: 'He is often seen
 at the Arabian restaurant.'

يشاهد كثيرا فى المطعم العربى .

Drill 5. (In book) Transformation: Active → passive imperfect. (p. 481)

Drill 7. (In book) Transformation: Active → passive imperfect (subjunc-
 tive). (p. 482)

Drill 8. Production: Active and passive participles. (p. 483)

Give first the active and then the passive participle for each verb.

أكمل	شاهد	عرف
عمل	ترجم	رغب في
احترم	فضّل	وصف
استقبل	اتفق على	استخدم
حكم	أخرج	اعتبر

Drill 9. Transformation: Passive verb → passive participle. (p. 485)

Ex. 'This letter was written yesterday.'

كتب هذه الرسالة أمس

'This letter has been written since yesterday.'

هذه الرسالة مكتوبة أمس .

- ١ - فتح الباب .
- ٢ - نشرت المقالة في المجلة .
- ٣ - ذكر هذا الأمر في المقالة .
- ٤ - قرّرت السياسة .
- ٥ - حفرت القناة سنة ١٩٧٠ .
- ٦ - يمنع هذا التصرف .
- ٧ - يحترم هذا الرجل .
- ٨ - ولد الجاحظ في البصرة .
- ٩ - يعرف هذا الكاتب بانتاجه الكبير .
- ١٠ - لا يحمل هذا الوضع .

Drill 13. (In book) Transformation: Relative clause with antecedent → Relative clause without antecedent. (p. 489)

Drill 14. Transformation: كل + { ما من

(p. 489)

Ex. 'Every building in this city is beautiful.'

كل بناء في هذه المدينة جميل .

'Everything in this city is beautiful.'

كل ما في هذه المدينة جميل .

- ١ - كل الطلاب الذين درسوا كثيرا نجحوا فى الامتحان .
- ٢ - اتفقوا على كل موضوع بحثوه .
- ٣ - توفرت لهم كل الحقوق التى طالبوا بها .
- ٤ - اخرجت كل الناس الذين كانوا فى مكتبى .
- ٥ - اتفق على هذا كل المهندسين الذين تحدث اليهم .
- ٦ - اعرف كل القواعد التى فى هذا الدرس .

Drill 16. (In book) Variable substitution: Ordinals. (p. 491)

LESSON 31

Drill 1. Conjugation: Hollow verbs, perfect tense. (p. 524)

Answer the questions using the cues provided.

أ : متى زار مصر ؟ هذا الصيف 'When did he visit Egypt?' 'This year.'

ط : زار مصر هذا الصيف . 'He visited Egypt this year.'

- ١ - كيف عدت من لبنان ؟ بالطائرة
- ٢ - مع من جاءت ؟ والدها
- ٣ - اين نحن فى الاردن ؟ فى بيت صديقتين
- ٤ - من زارا فى لبنان ؟ والديهما
- ٥ - متى عادوا من دمشق ؟ عند الظهر
- ٦ - كيف جث من المطار ؟ بالسيارة
- ٧ - متى نامتا ؟ فى ساعة متأخرة

Drill 2. (In book) Conjugation: Hollow verbs, perfect tense. (p. 524)

Drill 3. (In book) Conjugation: Hollow verbs, imperfect tense. (p. 525)

Drill 7. Transformation: Pronominal suffixes. (p. 530)

'The villages of Lebanon are beautiful.' قري لبنان جميلة .

'Its villages are beautiful.' قراه جميلة .

- ١ - مقبى الطلاب بعيد من هنا .
- ٢ - قري سوريا صغيرة .
- ٣ - مقبى الاساتذة فى وسط الجامعة .
- ٤ - شربت القهوة فى مقبى الطلاب .
- ٥ - زرت عددا من قري مصر .

- ٦ - زرت قري لبنان هذا العام .
٧ - أعجبتني مقهى الأساتذة جداً .

Drill 8. (In book) Question/answer: Dual. (p. 530)

Drill 9. Question/answer: Invariables. (p. 532)

Answer the following questions using the item given after the question.

أ: هل فرنسا من الدول الكبرى؟ نعم
'Is France one of the big powers? Yes'
ط: نعم ، فرنسا من الدول الكبرى .
'Yes, France is one of the big powers.'

- ١ - هل قدمتم هدايا الى صديقكم ؟ لا .
- ٢ - متى زرت ليبيا ؟ منذ سنة .
- ٣ - ما هي الشهادة الجامعية الأولى ؟ البكالوريوس .
- ٤ - هل مصر من الدول الكبرى ؟ نعم .
- ٥ - من أين أنت ؟ سوريا .
- ٦ - أين مدينة أسوان ؟ مصر العليا .
- ٧ - ما اسم ابنتك الصغيرة ؟ وداد .
- ٨ - ماذا تدرس ابنتك الكبرى ؟ التاريخ .

LESSON 32

Drill 1. Conjugation: Derived hollow verbs, perfect and imperfect. (p. 557)

'He was able to visit Tunisia.'
استطاع ان يزور تونس .

Cues:

أنت ، أنا ، هي ، أنتن ،
نحن ، هم ، أنتما ، هو ،
أنتم ، أنتن ، هما .

Repeat with:

'He can visit Tunisia.'

يستطيع أن يزور تونس .

'He resided in Egypt for a long time.'

أقام في مصر زمنا طويلا .

'He will reside in Egypt for a long time.'

سيقيم في مصر زمنا طويلا .

Drill 2. (In book) Hollow verbs, jussive and subjunctive. (p. 557)

Drill 8. (In book) Passage for aural comprehension. (p. 568)

Listen to the following passage and then answer the questions in your book.

جمال عبد الناصر

كان جمال عبد الناصر أول رئيس لجمهورية مصر ، وكان من أكثر الناس رغبة في ان يتقدّم الاقتصاد المصري .

كان جمال عبد الناصر يعلم ان الصناعة تؤثر تأثيرا كبيرا على الاقتصاد ، لذلك عمل على اقامة المصانع وتوفير العمال لها . وكان يعلم أنّ لأوروبيين خبرة عظيمة في الصناعة ، لذلك أرسل المصريين الى أوروبا للدراسة ، واستخدم عددا من المهندسين الأوروبيين في مصر .

وكان يعلم أنّ تقدم الاقتصاد المصري يحتاج الى الزيت ، لذلك رحب بأن تفتح الشركات الأجنبية عن الزيت في مصر ، وقد نجحت جهود بعض الشركات ، فازداد انتاج مصر من الزيت ، واستفاد الاقتصاد المصري استفادة كبيرة .

والمصريون يحترمون عبد الناصر لما بذل من جهود ، ويحتبرونه من أعظم الرجال الذين حكموا مصر .

LESSON 33

Drill 1. Conjugation: Assimilated verbs. (p. 580)

a. 'He arrived at the airport yesterday evening.'

وصل الى المطار مساء امس .

انا	هم	نحن
انت	انتم	هو
هي		

b. 'He will arrive in Cairo tomorrow morning.'

سيصل الى القاهرة غدا صباحا .

انت	انا	انتما
هي	انتم	انت
هم	هن	هو

c. 'He did not describe the political situation.'

لم يصف الوضع السياسي.

انتن	انتما	هم	هي
انا	هما	هن	انت
	انت	هو	نحن

Drill 2. (In book) Transformation: Assimilated verbs (perfect → imperfect with — (p. 580)

Drill 3. (In book) Transformation: Perfect → jussive with لم. (p. 581)

Drill 9. (In book) Transformation: Perfect → negative perfect → imperfect. (p. 587)

LESSON 34

Drill 1. Conjugation: FaDaD. (p. 598)

'They considered this writer as one of the greatest.'

عدّوا هذا الاديب من أعظم الارباء .
انت ، نحن ، هي ، هم ، انت ، انتما
انا ، هو ، هي ، انتم ، هما ، انتن

Repeat with: 'He considers the High Dam one of the most important dams.'

Drill 2. Conjugation: FaDiD. (p. 598)

'He wanted to visit Egypt.'

ودّ ان يزور مصر .

Use the cues in Drill 1.

Repeat with: 'He wants to visit Egypt.'

يود ان يزور مصر .

LESSON 35

Drill 1. Conjugation: Doubled verbs: derived. (p.628)

'He joined the new party.'

انضم الى الحزب الجديد .

هم	انت	انت
انتن	هي	هما
انتما	انتم	هو

Repeat with: 'I prepared the food.'

اعددتُ الطعام .

'He will join the new party.'

سينضمُّ الى الحزب الجديد .

'Will you prepare the food?'

هل ستعدين الطعام ؟

Drill 13. Passage for aural comprehension. (p. 636)

نصّ للاستماع

صلاح الدين الايوبي

كان صلاح الدين الايوبي من أعظم القوادر المسلمين الذين عرفهم القرن الثاني عشر . أراد الأوربيون في زمنه أن يسيطروا على الأماكن المقدسة في فلسطين ، فسبب ذلك حروبا طويلة اشترك فيها الفرنسيون والآنكليز وغيرهم من شعوب أوروبا المسيحية .

لم تكن مقاومة الأوربيين أمرا سهلا على صلاح الدين : كان هو يقاوم الأوربيين ، وكان بعض العرب يقاومونه .

لكنّ صلاح الدين تمكن من السيطرة على معظم البلاد الاسلامية ،

وازداد منذ ذلك الوقت نجاحه في مقاومة الأوربيين .

وفى سنة ١١٨٧ أخرج الأوربيين من القدس ، وسيطر المسلمون مرّة

أخرى على قبة الصخرة والمسجد الأقصى ، فاحتفل العالم الاسلامي كله بذلك احتفالا عظيما .

استمرت الحرب بعد ذلك لأنّ بعض الدول الأوربية أرسلت جنودا آخرين

الى سوريا ، لكنّ صلاح الدين قاومهم مقاومة حنة ، وأصبحت القدس في

النهاية مدينة اسلامية يسمح للمسيحيين الأوربيين بزيارتها .

وقد حسن صلاح الدين علاقته بالأوربيين قبل موته . ولا يزال

الأوربيون يحترمون صلاح الدين ويحتفرونه من أعظم قوادر المسلمين .

LESSON 36

Drill 1. Conjugation: FaMaw. (p. 652)

'He invited the students to the party.'

دعا الطلاب الى الحفلة

Cues:

أنت ، نحن ، هي ، هم ، انت ، انا ،
هو ، هي ، انتم ، هما ، انتما ، انتن

Repeat with:

'He will invite the students to the party.'

سيدعو الطلاب الى الحفلة

Drill 2. Conjugation: FaMay. (p. 652)

'He built a new house.'

بنى بيتا جديدا

'He will build a new house.'

سيبنى بيتا جديدا

Use the cues in Drill 1.

Drill 3. Conjugation: FaMiy. (p. 652)

'He stayed there one year.'

بقى هناك سنة

'He will stay there for one year.'

سيبقى هناك سنة

Use the cues in Drill 1.

Drill 4. Conjugation: Passive of Defectives I. (p. 652)

'He was invited to the party.'

دعى الى الحفلة

Use the cues in Drill 1.

Repeat with:

'He will be invited to the party.'

سيدعى الى الحفلة

Drill 5. (In book) Substitution. (p. 652)

Drill 10. Conjugation: رأى (p. 656)

'He saw a reporter in the office.'

رأى مراسلا في المكتب

Use the cues in Drill 1.

Repeat with:

'He will see the new house today.'

سيرى البيت الجديد اليوم .

'He hasn't seen her but he wants to.'

لم يرها ولكنه يريد ان يراها .

LESSON 37

Drill 1. Conjugation: Derived defective verbs. (p. 684)

'He bought an old car.'

اشترى سيارة قديمة .

Cues:

هم ، نحن ، هما ، هن ، انا ، هي

انت ، انتم ، هو ، انتما .

Repeat with:

'What did you give your sister?'

ماذا اعطيت اختك؟

'He will buy an old car.'

سيشتري سيارة قديمة .

'What will you give your sister?'

ماذا ستعطى اختك؟

Drill 4. Translation. (p. 687)

Translate the following into English.

- ١ - المدير يكون في مكتبه بعد الساعة الثامنة كل يوم .
- ٢ - لا أكون في الجامعة عادة قبل الساعة التاسعة صباحا .
- ٣ - في الولايات المتحدة تكون انتخابات رئيس الجمهورية في نوفمبر .
- ٤ - لا يكون تبادل الزيارات بين الأقارب فقط ، بل يكون ايضا بين الاصدقاء .
- ٥ - في كثير من الاحيان لا يكون التعاون تاما حتى بين اعضاء العائلة الواحدة .

LESSON 38

Drill 2. (In book) Negation and use of الّا (p. 709)

Drill 5. (In book) Aural comprehension passage. (p. 712)

نص للاستماع

جورج واشنطن

يعدّ جورج واشنطن من أعظم الرجال الذين عرفهم التاريخ الأمريكي .
ولد في ولاية فرجينيا الأمريكية ، وكان أجداده قد جاؤا من بريطانيا
الى امريكا في أوائل النصف الثاني من القرن السابع عشر .
وفي الثالثة والأربعين من عمره عيّن قائدا للثورة الأمريكية التي
قاومت الحكم البريطاني ، وكانت بريطانيا قبل قيام الثورة قد حكمت

أمريكا مئة وثمانيا وستين سنة . ونجحت الثورة بعد كفاح طويل ، فحصلت أمريكا على استقلالها (في سنة ألف وسبع مئة وثلاث وثمانين) .
وفي السابعة والخمسين من عمره أصبح أول رئيس للولايات المتحدة الأمريكية . كانت علاقته بالكونغرس حسنة ، وكان الشعب يحبه ويحترمه ، لذلك تقدّمت الدولة في عهده سياسيًا واقتصاديًا وصناعيًا . ومن الأعمال الهامة التي قام بها تأسيس أول بنك وطني .

وفي سنة ألف وسبع مئة وثلاث وتسعين أُنْتُخِبَ رئيسًا للمرة الثانية وفي هذه المدة كانت الحرب قائمة بين بريطانيا وفرنسا ، فاختلفت بينهما زيران من وزراء واشنطن هما الكسندر هاملتون وتوماس جفرسون : انحاز هاملتون وحزبه الى بريطانيا وانحاز جفرسون وحزبه الى فرنسا . أمّا واشنطن فقد اتّبع سياسة عدم الانحياز وجعلها السياسة الرسمية للدولة .

LESSON 39

Drill 8. (In book) Verb → verbal noun (p. 733)

LESSON 40

Drill 3. Written. (p. 745)

Listen as each sentence is read to you and translate it into English.

- ١ - ابني اصغر من ابنتك ، لكنّه اطول منها .
- ٢ - لا استطيع القيام بهذا العمل .
- ٣ - استقلت معظم البلدان العربية في النصف الثاني من هذا القرن .
- ٤ - اعتقد انك من غير المهتمين بمثل هذه المواضيع .
- ٥ - قمنا في الاسبوع الماضي بزيارة للاماكن المقدسة في فلسطين .

LESSON 41

Drill 3. Passage for aural comprehension. (p. 757)

Note: The title حاج is a term of respect conferred on those who have made the pilgrimage to Mecca.

قصتك غريبة يا حاج محمد

كان رجل اسمه عمر يذهب كل يوم عند الظهر الى أحد المطاعم ليأكل طعام الغداء هناك . وكان كل يوم يشاهد في ذلك المطعم رجلا يعرفه فيقول : " السلام عليكم يا محمد " فكان الرجل يرد السلام على عمر وشمّ يقول : يا عمر انّ اسمي علي لا محمد .

وكان عمر يفعل الشيء نفسه يوما بعد يوم فأغضب ذلك عليّا . في احد الايام ذهب علي الى المطعم وقال لعمر ساعة شاهده : " اريد ان احكي لك قصة لعلك بعد اليوم تعرف اسمي كما هو فارجوك ان تسمع لما اقول :

" تزوج والدي ومضت مدة من الزمن دون ان تلد امي ، فكان اصداؤه واقاربه يسمونه ابا علي وهم يرجون ان تلد امي ولدا يسمّى عليا . ثم ولدت فسمّاني والدي عليا . وعندما تزوّجت اقيمت لي حفلة كبيرة ، وكان الناس يقولون لي في تلك الحفلة " نرجو لك حياة كلها سرور ونجاح يا علي " . ثم سافرت الى مكة ورجعت فاجتمع الاهل والاصدقاء واخذوا منذ ذلك الحين يسمونني الحاج عليّا .

" فانت ترى اني سميت عليا قبل ان اولد ، وسميت عليا بعد ان ولدت وسميت عليا قبل ان اتزوج ، وسميت عليا بعد ان تزوجت ، وسميت عليا قبل ان اسافر الى مكة وسميت الحاج عليا بعد زيارتي لمكة . فانا الحاج علي ولست الحاج محمدا . افهمت قصتي يا اخي ؟ "

نذكر عمر لمدة غير قصيرة ثم اجاب :

" قصتك غريبة يا حاج محمد . "

This story is adapted from The Essentials of Arabic by Anis Frayha (Beirut:

Khayat's 1958 PP. 98-99)

LESSON 42

Drill 2. Conjugation: كاد (p. 768)

'He almost died.'

كاد ان يموت

انتما	احمد وعلي	الفتاة
نحن	انتن	انا
انتر	النساء	انت
الرجال	انتم	ابنتاه

Repeat with: 'He is about to finish his studies.'

يكاد ان يكمل دراسته

LESSON 43

No taped drills.

LESSON 44

Drill 4. Aural Comprehension. (p. 808)

نص للاستماع

أنت حمد... أنت حمد!

جلس عدد من الرجال في مكان قريب من احد المطاعم في دمشق يتحدثون فأقبل عليهم بدوي . فقال احدهم :

- أود ان اخبركم ان هذا البدوي سيشتري لنا طعامنا اليوم . فسأله احد اصحابه

- كيف سيتم ذلك ؟ فاجاب :

- سوف ترون .

ولما وصل البدوي الى المكان الذي كانوا جالسين فيه قام الرجل اليه وقال :

- السلام عليكم يا حمد ، مرحبا بك . فنظر اليه البدوي مذهوبا

وقال :

- يا اخي انا لست حمد . فقال الرجل :
- لا بل انت حمد . انا اعرفك كل المعرفة فلماذا تقول انك لست حمد ؟ لقد قدّمت لي كثيرا من المال عندما كنت بحاجة اليّ المساعدة ، وقد كنت ضيفا في بيتك مرات كثيرة فقدمت لي الطعام والقهوة . لقد اكرمتني يا حمد . ألا تريدني ان اكرمك وان اقدم لك الطعام كما قدمته لي ؟ فقال البدويّ :
- ولكنني يا اخي لست حمد ! . قال الرجل :
- انت حمد ، وانت ضيفي اليوم وسأشترى الطعام لك ولأصحابي هؤلاء وسنجلس في المطعم نأكل ونشرب ونتحدث كما كنا نفعل في الماضي معا .
- فلما سمع البدوي هذا الكلام قال في نفسه : ولماذا لا اكون حمد لمدة قصيرة خلال الوقت الذي آكل فيه الطعام ؟ وقاموا جميعا وذهبوا الى المطعم وجلسوا يأكلون ويشربون .
- وأكل البدوي وأكل كثيرا معتقدا ان الرجل الذي دعاه هو الذي كان يشتري ذلك الطعام .
- وعندما اكل هؤلاء الرجال كل ما يستطيعون اكله اخذوا ينصرفون من المطعم الواحد بعد الآخر . وكان كل منهم يقول لمدير المطعم "البدويّ حمد سيعطيك ثمن الطعام " . وكان آخر من قام عن طاولة الطعام البدويّ فجاء اليه مدير المطعم وقال له :
- اريد ثمن الطعام فقد اخبرني اصحابك انهم اليوم ضيوفك في هذا المطعم . عندئذ عرف البدوي انه وقع في مشكلة فاعطى مدير المطعم ثمن الطعام وقال :
- قلت له لست حمد . ولكن ذلك الرجل القبيح استمرّ بالقول اني حمد حتى صدّقت اني حمد ، فلماذا نفخني كوني حمد ؟ !

Adapted from The Essentials of Arabic by Anis Frayha. Beirut, Khayat's 1958

LESSON 45

No taped drills.

END